

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
ROLE PLAY AT GRADE XI OF SMK N 6 YOGYAKARTA OF
TRAVEL TOURISM PROGRAM IN THE YEAR OF 2014/2015**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* degree in English Language Education



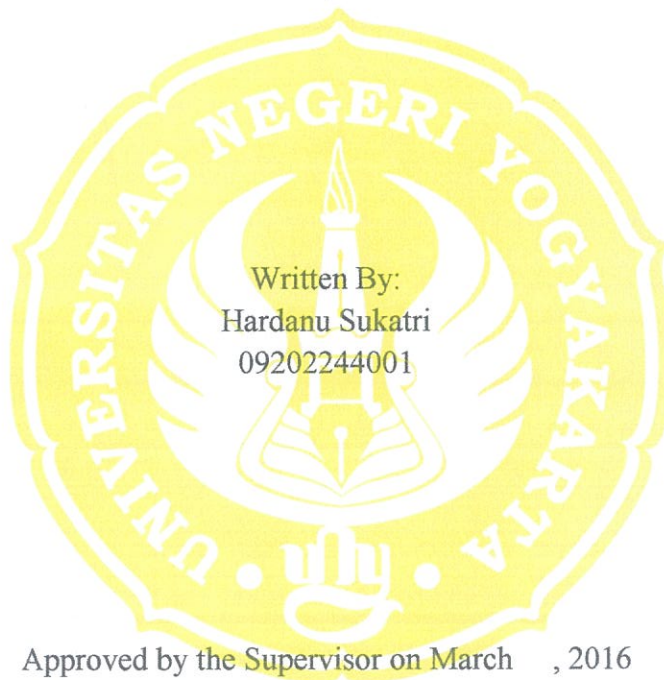
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2016**

APPROVAL SHEET

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ROLE PLAY AT
GRADE XI OF SMK N 6 YOGYAKARTA
OF TRAVEL TOURISM PROGRAM
IN THE ACADEMIC YEAR OF 2014/2015**

A THESIS



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IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ROLE PLAY
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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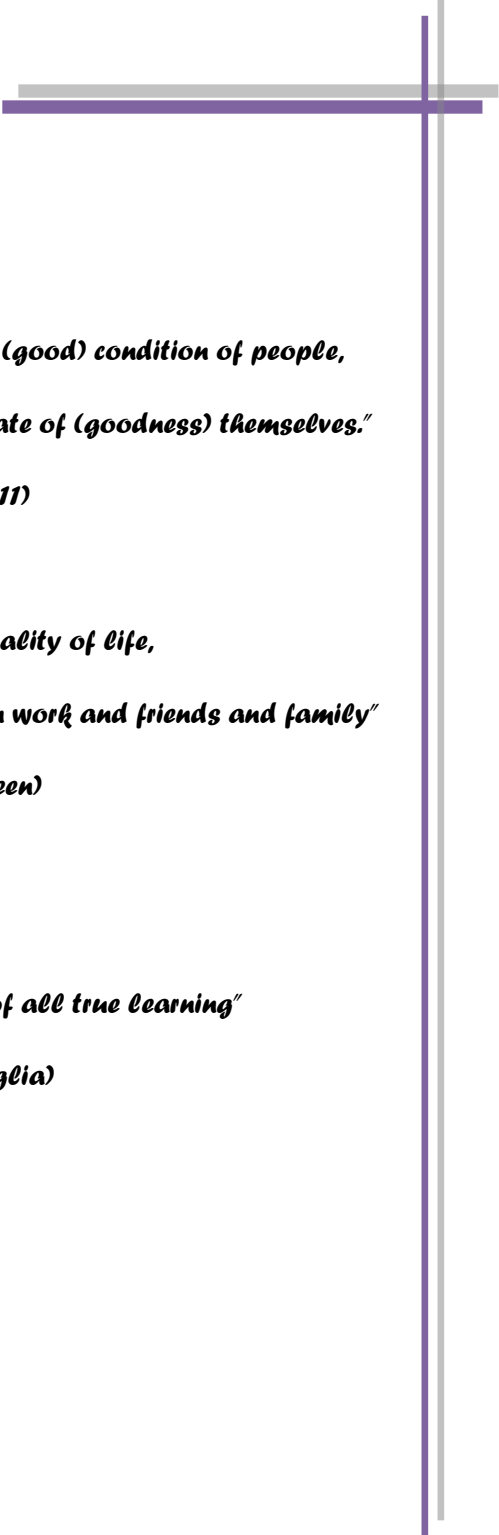
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MOTTOS



***"Verily, Allah will not change the (good) condition of people,
as long as they do not change the state of (goodness) themselves."***

(Ar-Rad: 11)

***"It's all about quality of life,
and finding a happy balance between work and friends and family"***

(Philip Green)

"Change is the end result of all true learning"

(Leo Buscaglia)

DEDICATIONS

I dedicate this thesis to:

*My beloved parents, Jaka Sutrisna S.E. and
Sulastrí,*

*My sister, Pamularas Katriningsih, and my
lovely nephew Angga.*

ACKNOWLEDGMENTS

Alhamdulillahirrobbil'alamin, Praise be to Allah SWT, the Most Gracious and the Most Merciful, for the strength and blessings for which I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in completing this thesis. My appreciation and gratitude are intended for:

1. My thesis supervisor, Dr. Margana, M. Hum. M.A., for the invaluable time, patience, encouragement, and suggestion in guiding me during the process of writing this thesis,
2. My dearest parents, my father (Jaka Sutrisna, S.E.) and *Ibu* (Sulastri, S.Pd.) for the moral support and the never-ending prayers every night and day, and my sister (Pamularas Katriningsih) for her guidance and attention. My beloved nephew, Erlangga Satria Badranaya for always cheer my life up and also all of my families who always support me,
3. The lecturers of the English Education Department who have given me a lot of knowledge during my study in Yogyakarta State University,
4. My dearest friends, Idha Kurniasari Dewi, Devi Anggraeni Puspitasari, Yanuar Hesti, Beauty Kharisma, and M. Dhoni Perdana who help me in many things and for the sincere everlasting friendship and supporting moments, and
5. My great classmates, Class G PBI 2009, for the laughter and tears we shared together all this time.
6. To all my friends and family who give me support, courage and helped me in many things.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 27 April 2016

The researcher,

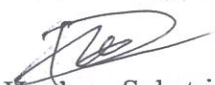

Hardanu Sukatri

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ABSTRACT

The objective of the research was to improve the students' speaking skill through role-play technique at grade XI of SMK N 6 Yogyakarta of travel tourism program in the academic year of 2014/2015.

The research is a classroom action research. The subjects of this research were the researcher, the English teacher and the students of SMK N 6 Yogyakarta at grade XI of travel tourism program which consisted of 30 students. This research was carried out in two cycles. The steps involved planning, doing action, observing, and reflecting. The data of this research were qualitative and supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process, delivering the questionnaire, and interviewing the English teacher and the students of grade XI at travel tourism program. The qualitative data were in the forms of field notes, interview transcripts, and the questionnaire responses. The instruments used to collect the data were observation sheets, interview guidelines, and questionnaires. Pre-test and post-test were administered to obtain the quantitative data which were in the forms of speaking scores.

The research findings show that the use of role-play technique in this research improves the students' speaking skills. The improvement can be seen from: (1) the students' pronunciation, vocabulary, fluency, and accuracy, (2) the students' confidence, enthusiasm, and opportunity to speak up, (3) the mean score of pretest (49.833), progress test (56.166), and posttest (64.833). In conclusion, role play is believed to be effective to the students' speaking skill.

CHAPTER I

INTRODUCTION

This chapter consists of six sections. The first is the background of the problem. The second is identification of the problem. The third is limitation of the problem. The fourth is the formulation of the problem. The fifth is the objective of the research and the last is the significances of the research.

A. Background of the Problem

Language is important in building a communication. It can be a device to express ideas verbally. Although language is not always formed verbally, the general communication is always interpreted with languages. In the globalization today, English is the most widely learnt and used language in the world. One of the competences of the language is speaking. Speaking is a tool for communicating with others. In the tourism industry, the human resources have to master English to interact with tourists.

In addition, English is significantly important for travel tourism students. It continues to dominate as the lingua franca of various contexts, in tourism and travel professions particularly, and has become a common language for travelers from many different countries. The travel tourism students who are going to work with foreigners have to be able to speak English well. It has an important role to meet the global trend and the students' future career needs. Furthermore, in connection with school based curriculum for vocational schools, they are required to master both spoken and written English.

The most important skill for students for interacting with tourist is mastering speaking skill. They are demanded to speak with foreigners in many different contexts conversations, such as taking a reservation, giving information about tourism, marketing products or services, etc. Therefore, having a high level of speaking English is crucial for the students who are going to work in the tourism industry.

The approach of language teaching and learning today is communicative language teaching (Richards, 2006:2). The goals of CLT are mainly to achieve communicative competence. It means the students of vocational school should fulfill the communicative language to support their own skill in their own workplace. To master the speaking skill, students have to be accustomed to use English in oral communication. It will determine the fluency of using the language. In line with the statement above, Richards (2006:14) argues developing fluency is one of the goals of CLT. In addition, the experience of learning the language is important. To support it, students need some classroom activities which enable them to develop their skills to participate in oral communications. Based on *Permendiknas* No. 22 (2006:384), the eleventh grade students in Indonesian Vocational School are Elementary level. In addition, based on *Permendiknas* No. 23 (2006:72), the goal of learning speaking in the elementary level is expressing meaning orally both interpersonal and transactional expressions, either formal or informal, in delivering request and commands related to the job.

Despite, the eleventh grade students have had English subject before, most of them still have low motivation to speak English. Their language skills are influenced by their mother tongue and they often find some problems, such as lack of vocabulary, grammatical errors, mispronunciation and many more.

The facts above were also faced by students of SMK N 6 Yogyakarta at the Travel Tourism Program. Basically, they should be good guides for tourists when they have been graduated from this program. Based on the observation, they have low motivation to speak in the class, because they cannot speak English well. They still have some problems in mastering speaking skills, such as lacks of vocabulary and the real speaking activities to support their fluency to speak English.

The writer tries to conduct action research to solve the problems of the students in learning English. The writer carries out classroom action research since he identifies the crucial problem of speaking especially for students' vocational school at Travel Tourism Program. The writer uses the role play for effective solution for the problems. Based on Harmer (2001:69), activities in Communicative Language Teaching involved students in real or realistic communication, where the successful realization of the communicative task they are performing is at least important as the accuracy of their language use. One of communication activities in English language teaching (ELT) is role play because it can be used to encourage general oral fluency or to train the students for specific situations (Harmer, 2001:352). In other ways, by doing this activity, the students can get many opportunities to speak.

Considering the importance of speaking skills for students of Travel Tourism Program of SMK N 6 Yogyakarta, the researcher tries to find out the effective solution to improve their speaking by employing role play as an activity in teaching speaking. Simulation is believed to be effective to improve speaking skill because it provides semi-realistic contexts which make it possible for them to act different roles at difference contexts.

B. Identification of the Problem

Speaking is very important to be learned by students to develop their skills in learning English. Its functions are to share and to express the ideas. In the real classroom situation in SMK N 6 Yogyakarta of Travel Tourism Program, teaching speaking skill has many weaknesses.

The first problem frequently found is that the students have little opportunity to practice speaking English in the real communication activity in their daily conversation. They usually use their mother tongue to answer the question from their teacher. An opportunity is an important factor to improve the students' speaking skill. According to Nunan (2003:54), learning the speaking skill is very challenging for learners in the foreign language context, because they have very few opportunities to use the target language outside the classroom. Without practicing language that they learnt, the students' speaking skill cannot improve. Role play is one of activities which encourage the students to speak-up, it can be applied by the teacher to motivate their students.

The second problem is the students have a little vocabulary mastery since they learn English as a foreign language. They do not find English outside the classroom. There are a lot of vocabularies that they are unfamiliar with and it

caused problems because the communication only happens when both of the speaker and the listener understand what they are talking about. The students need to enrich their vocabulary much more to get the conversation to run well communicatively.

The third problem is mispronunciation. The students get difficulties in pronouncing some words because they are still confused on how to pronounce them. The wrong pronunciation may cause misunderstanding between the speaker and the listener. For the example, when the students pronounce “good morning” to be /gud maerning/.

The next problem is related to the students’ motivation. They fear of being laughed by their friends and have less confidence with their own ability when they studied in the class. It makes bad effect for them. They cannot prepare themselves to be the best guides when they graduate from the vocational school.

The last problem is the method used by the teacher. The teacher gives little opportunity to students to express their idea. The materials learnt by students are not appropriate too. It is not suitable with the basic competence topic of eleventh grade of vocational school, because the teacher often teaches grammar.

Based on the reality above, the writer decides to conduct classroom action research to overcome the problems of the students in learning English, especially in practicing speaking English. The writer tries to conduct a communication activity that is role play. As one of the activities for speaking, role play activities give the students lots of opportunity to communicate in different social contexts and roles, especially for handling and serving foreign guests.

C. Limitation of the Problem

After having a discussion with the English teacher of grade XI of Travel Tourism Program of SMK N 6 Yogyakarta, the researcher decided to focus the research on the use of role play in classroom to improve the students' speaking skills.

Since this research has a broader scope, it is difficult for the researcher to handle all of the problems. Therefore, the researcher limits the scope of the study. The researcher only wants to know whether the role play can improve the students' speaking skills at grade XI of Travel Tourism Program of SMK N 6 Yogyakarta in the academic year 2014/2015.

D. Formulation of the Problem

Based on the background of the research, identification of the problem and limitation of the problem, the problem is formulated as "How could the role play technique be implemented to improve the speaking skill of the students at grade XI of Travel Tourism Program of SMK N 6 Yogyakarta?"

E. Objective of the Research

The aim of this research is to improve students' speaking skill at Grade XI of Travel Tourism Program of SMK N 6 Yogyakarta through role play.

F. The Significance of the Research

This research is expected to give a valuable contribution which has theoretical and practical significance:

1. Theoretically, the result of this research can add the theories of the use of role play to improve the speaking skills.
2. Practically, this research is expected to give a valuable contribution to the following parties:
 - a. For the teacher, it would be an opportunity to improve the quality of teaching speaking by using role play for the students.
 - b. For the students, it is hoped that this research can improve the students' speaking skill in English speaking and they can enjoy the learning activity of speaking by doing role play.
 - c. For the school, it provides some necessary knowledge about the study of English speaking teaching techniques.
 - d. For other researchers, the result of this study is expected to be useful for research. This research may encourage other researchers who are interested in this field to conduct further investigation.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Speaking

a. The Nature of Speaking

1) Definition of Speaking

Collin Cobuild English Dictionary for advance learners third edition (2001:1468) defines Speaking as the activity of giving speech and talks. Giving speech and talks are shared someone's ideas. They are carrying a message of the speaker's mind to the listener. The speech can be monologue and dialogue. In monologue speech, the speakers only want to express their ideas, but in the dialogue, the speaker and the listener should know what they are talking about to get communicative conversation.

Speaking is an active use of language. It can be used to express meaning of the speaker intention. The intention of the speaker should be expressed in order to the other people can understand he or she wants to deliver, Cameron (2001:40). Fulcher (2003:23) said that speaking is the verbal use of language and the purpose is to communicate with others. He also added that in speaking, the speakers build communication to the listeners based on many intentions. The intentions are to express ideas, opinion, perceptions, and feelings.

From the above definition, it can be inferred that speaking is activity of giving speech and talk to express ideas, opinions, perceptions, and feelings to

others in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

2) Difficulties in Speaking

To speak means to interact with others. It is an activity involving two or more people in which hearers and speakers have to react to what they hear (Johnson and Morrow, 1981:70). From the definition above, speaking does not mean an easy activity to do. According to Brown (2001:270-271), there are eight factors that make speaking difficult. They are presented below.

- 1) Clustering
- 2) Redundancy
- 3) Reduced forms
- 4) Performance variables
- 5) Colloquial language
- 6) Rate of delivery
- 7) Stress, rhythm, and intonation
- 8) Interaction

The factors above are described as follows. The first is clustering. The characteristic of clustering refers to fluency in speech. It makes speaking difficult, because a fluent speech is a phrasal not word by word. The second is redundancy. Redundancy tells about the opportunity of the speaker to provide the clearer meaning. The third is reduced forms. Students should learn about the reduced forms in order to make their speaking better. Afterwards, when the students do not learn about colloquial construction, it will be a poor quality of speaking.

The next factor is performance variables. Students can show their performance of hesitations, pauses, backtracking and correction, such as the use of “fillers” like uh, hm, a, and, okay, as we know, etc. The teacher should give the students “time” to pause and then continue their performance.

The other factors are stress, rhythm and intonation. English has its own stress, rhythm, and intonation which belong to the pronunciation aspect which differs from other languages. Those are important in English because different stress, rhythm and intonation convey different meaning and are thus important to give the message clearly. Finally, the last factor is interaction which needs the creativity of conversational negotiation.

b. Speaking Skills and the Aspects of Speaking

Brown (2004:142) divides sixteen skills of speaking. The skills are divided into two kinds of categories, micro skills and macro skills. They are mentioned as follows:

- 1) Micro Skills:
 - a) Produce differences among English phonemes and allophonic variants.
 - b) Produce chunks of language of different lengths.
 - c) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure and intonation contours.
 - d) Produce reduced forms of words and phrases.
 - e) Use an adequate number of lexical words.
 - f) Produce fluent speech at different rates of delivery.
 - g) Monitor one’s own oral production and use various communication strategic like pauses, fillers, self-correction, backtracking – to enhance the clarity of the message.
 - h) Use appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules and reduced forms.
 - i) Produce speech in natural combination – in appropriate phrases, pause groups, breath groups and sentences.
 - j) Express a particular meaning in different grammatical forms.
 - k) Use cohesive devices in spoken discourse.

2) The Macro Skills:

- a) Use the functional expressions appropriately according to situations, participants and goals.
- b) Use appropriate words choice based on the situation and the participants in face-to-face conversations.
- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplifications.
- d) Use facial feature, kinesics, body language and other nonverbal cues along with verbal language.
- e) Develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well you interlocutor is understanding you.

In addition, Spratt, Pulverness and William Spare (2005:34) state when people are speaking, they usually use a different aspect of speaking. There are two main aspects of speaking aspects, fluency and accuracy. Fluency means being able to communicate with a language easily and well (Oxford: 2008). In addition, accuracy in speaking is the ability to produce correct sentences using correct grammar, vocabulary and pronunciation.

The macro and micro skills above show that the students need to learn the forms of language as well as the functions of language. In the teaching of speaking, they are introduced to the pieces of language to see the whole part of it. It is expected that showing the macro and micro skills of speaking to them could help them convey and negotiate meanings of language.

2. Teaching Speaking

Speaking is one of the important parts of second language teaching and learning. Today's goal of the teaching speaking is to impose students to use language communicatively in order to follow social and cultural rules in each

communication circumstance. To use language communicatively, the students need to master communicative competence which involves grammatical competence, sociolinguistics competence, strategic competence and discourse competence (Richard, 2006:9).

It is important for the teacher to think more about how to teach speaking. Learners of English need to make themselves completely involved to practice English in different kinds of learning activities and situation because learning speaking is quite challenging. Seidlhofer and Knapp (2009: 3). It means that the teacher should provide them with many kinds of different activities to help them improve their ability in speaking. The speaking activities can run well when they practice a lot.

Harmer (2007: 345-348) explains some important points related to the teaching of speaking to minimize the students' reluctance in speaking. The first is preparation. Preparation is important because it gives enough time to the students to think about what they want to speak, before they perform speaking in public. The second is the value of repetition. It allows the students to revise on what they have done before, gets some chance to analyze what they have already done and gets them to draft and re-draft their writing. The third is taking the students into big group or small group. Through this way, the students can make sure that they get chances to speak and interact in big or small groups. Therefore, the students can share their idea with their friends. The last is mandatory participation: allowing the students to equal engage in a task without knowing

who gets the turn first and who gets the next. This can make the students more prepared and always ready to get their turn.

From the explanation above, we can conclude that teaching speaking is not an easy to do. The teacher should provide them with many instrument and give them opportunity to practice it as much as possible. There are many important thing to consider before teaching speaking in order the students will not get any difficulties in practicing such as preparation, repetition, interaction and participation.

3. Teaching English in Vocational School

a. Teaching and Learning English in Vocational School

Language is a tool to communicate that has two forms, spoken and written. Communication is regarded as a sociological way of looking at a language (Corder, 1973:31). Based on the standard of competencies and the basic competencies for Indonesian schools, English lesson is one of the adaptive lessons. Vocational students have their own needs that should be covered by the teachers. Their primary needs are needs according to their program competence. Based on *Depdiknas* (2006:384), the objectives of English lesson are giving some English communication abilities for the students based on the program competence and their daily life that appropriate with the global demands in language skills.

In the standard of competencies and the basic competencies, all of the goals in vocational school curriculum have been listed in *Depdiknas* (2006:384). All of those the standard competences and the basic competences must be taught and

achieved, because the graduate students of vocational school are expected to fill a job vacancy based on the students' proficiency and major program. According to Kayi (2006:1), communicative language teaching and collaborative learning are appropriate for this aim.

Based on the Richard (2006:2), the goals of language teaching today is being able to use the language for meaningful communication. The most important aspect in the communication is fluency. In line with the statement above, Harmer (2001:85) explains that the communicative language teaching is a good approach to get a good fluency because it involves the students in real-life situations that require communication. By using this method in ESL/EFL classes, the students will have a lot of opportunities to communicate with each other in the target language.

The scope of English in vocational school includes three aspects (*Depdiknas*, 2006:384). There are presented below.

- 1) The communication basic of English at novice level.
- 2) The communication basic of English at elementary level.
- 3) The communication basic of English at intermediate level.

Based on the graduation competence standard (*SKL*) of vocational schools, English as one of subjects in the school has two main aims (*Depdiknas*, 2006: 384). There are presented below.

- 1) The students are able to get knowledge and basic skills of English to support their major competency.

- 2) The students apply their mastery of knowledge and basic skills of English to communicate both in the spoken and written forms at the intermediate level since they have passed the novice and the elementary levels.

In addition, according to *Depdiknas* (2006:385), the standard of competency and the basic competence of vocational school at the elementary level, for the eleventh grade of vocational school.

Table 1: Standard of Competency and Basic Competence of Vocation Elementary Level

Standard of Competency	Basic Competence
2. Being able to communicate in English at the elementary level	2.1 Understanding daily conversations both in the professional and individual contexts with non-native speakers.
	2.2 Understanding simple messages through direct and indirect communication.
	2.3 Describing jobs and a background of studies both written and orally.
	2.4 Describing past events and future working plans.
	2.5 Expressing different kinds of intention.
	2.6 Understanding simple instructions.
	2.7 Understanding and writing short messages, instructions and directions using correct words and punctuation.

b. The Students of Vocational School

The students' age range of vocational school is about sixteen to eighteen in the normal stage. Teaching students whose age range between twelve and eighteen is similar teaching in "young adults" or "teens" (Brown, 2001:61). In line with Brown, Harmer (2001:38-39) argues that learners in secondary schools are included as adolescent or teenagers.

There are some thoughts in the secondary school which need to be considered while teaching the students in the secondary school. The students of the secondary school are becoming increasingly adult like (Brown, 2001:92). Factors surrounding ego, self-image and self-esteem are the important points and the teacher needs to keep them high. It can be done by, for example, allowing mistakes and errors to be accepted. Avoiding embarrassment of students, affirming each student's talents and strengths, encouraging small-group work where risk can be taken easily by the students, and deemphasizing competition between classmates is learning are other significant concerns for teacher to keep the students' self-esteem high. In such a way, the students will not be frightened of practicing using language.

There is another variable needed to be considered that is about their future career. They are demanded to master the communication skills for handling traveler. It connects with the advantages of learning English. English learning in the school is mainly demanded to give practice for them, not only to give the theories. The students of vocational school will be human resources who ready to work, after them graduated from vocational school. It is a key point to teach them language skills, especially English language. As the students of vocational school, at Travel Tourism Program, they are required to be able to express meanings in both spoken and written forms in formal and informal contexts of life. Some of example, they required to be able to use the expressions of offers, commands and the responds related to their career in the future. Because the goal of Travel

Tourism Program is the students can be best guides and they can manage the tourism in Indonesia.

Finally, the writer concludes that the focus of teaching-learning activity in the eleventh grade of vocational school is more preparing the students for the communication tasks based on their needs that they will have carry out in the real job, after they graduate from their academic course. In this case, speaking skill has important role because it encourage the students in using the language orally to express their ideas, feelings and opinions to someone else in the daily conversation, especially for their real job life then.

c. Designing the Lesson Plan

Harmer (2007:64) states that a variation on audiolingualism is the procedure most often referred to as PPP (Presentation, practice and production), this grew out of structural-situational teaching whose main the audiolingualism in the real situation in the teaching learning process.

Based on the real situation when the researcher observation the class, the teaching learning in the travel and tourism class is appropriate using PPP. The students will presenting, practicing and also producing a language skill through this method. Furthermore, Harmer (2007:65) states that PPP becomes an effective model for teaching simple language at lower level. It becomes less appropriate when students already know a lot of language.

In additional, Harmer (2001:80) adds that in this procedure the teacher introduces a situation which contextualizes the language to be taught then the language is presented. After the students practice the new language, they have to

use it and make sentences of their own words. The described of the stages of the procedures are follows.

1) Presentation

The teacher presents the contexts of situations for the language and then explains and demonstrates the meaning and form of the language.

2) Practice

In this stage, usually the students are drilled to practice the language. The teacher gets the students repeat the teacher's sentences. Usually the teacher puts the students in pairs to practice the sentences before listening to a few examples just to check that the learning has been effective.

3) Production

This is the last stage on the PPP. In this case, the students are asked to use the new language in sentences of their own.

4. Role Play Activities

a. Definitions of Role Play Activities

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995:5) argues that when students assume a "Role", they play a part (either their own or somebody else) in specific situation. "Play" means that is taken on in a safe environment in which students are joyful and playful as possible.

According to Brown (2004:174), "role play is a popular pedagogical activity in communicative language-teaching classes". It makes the students free to be someone based on their creativity linguistic input. In line with Brown, Nunan

(2003:57) also states that role play activities are important in the teaching of speaking because they give the students an opportunity to practice communicating in the different social contexts and target language.

To strengthen the arguments, Thornbury (2005:96) states, “That speaking activities involving role play activities, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use.”

Situations that learners are likely to encounter when using English in real world situation can be stimulated and a greater range of registers can be practiced than are normally available in classroom talk.

Based on the observation, role play activities would be appropriate with the speaking learning activity in the Travel Tourism class. In which students can make communication creatively and meaningfully. That stimulates a conversation based on the situation that might find in the daily activities and give them an opportunity to practice and develop their speaking skills.

Role play is similar with simulation, that both of them are playing real situation to make real conversation. They have a little differentiation (Ladousse (1987) in Thompkins (1998:1)). Simulation is more complex than role play activities. Simulation is a broader concept than role play. It is complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

Role play activities, in the other hand, are simple and also flexible activities which are giving much more scope to develop the speaking skills of the students at Travel Tourism Program. They can develop their imagination, individual variation and initiative. Many scenarios and role can be played by the students in the speaking activities to improve their speaking ability in imaginary situations. For example, they can play their own role in the scenarios to be a tour guide, checking in the airport, and so on are all possible role play with suitable scenarios with students in the Travel Tourism Program.

From the explanations above, the writer argues that role play is appropriate activities to improve the students speaking skills at Travel Tourism Program, which will involve fantasy or imagination to be someone else or to be ourselves in a specific situation. It aims at the students to encourage thinking and creativity, let the students develop and practice their speaking skill in the target language, which is English language.

b. Types of Role Play Activities

Through role play, the teacher can encourage their students to experiment and innovate with the language, based on their imagination and creativity. It makes the joyful atmosphere to them for speaking without fear of embarrassment when they make mistake. This will improve their self-esteem to speak English.

According to Ladousse (1989:13), there are several types of role play activities. The first is a role play activity which is in the real situation need of the students' lives. For example: It involves such roles as students and teacher practice in the class. The second is a role play activity which is in some various

situations that happen in the daily life but the students may or may not have direct experience. For example: Student which gives information to tourist about the direction of place. Then, the type of a role play activity that the students never experienced themselves before, but it is easy to play because the teacher give many indirect examples to give additional information about it. For example: a manager of a tourism agent who gives explanation to tourists. The last is a role play activity that is fantasy role play activity. Those are fictitious, imaginary and possible even absurd. For example: an astronaut in the moon.

c. Kinds of Role Play Forms

In addition, role play has two kinds of forms (Byrne, 1986:115). Those are scripted and unscripted forms of role play. For the details, the two kinds of role play forms are described as follows. **Scripted role play** is type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way (Byrne, 1986:122). In line with Byrne, Harmer (2001:271) states that the students perform a role based on the dialogue in the script.

An example of scripted role plays dialogue and how the process is:

It is a conversation between a travel agent and a tourist in the travel agency. The tourist asks information about a trip vacation. (Adaptation from “Get Along English” for Vocational School Grade XI, Elementary Level).

Tourist: Hello. Is this Kharisma Tour and Travel Agent?

Agent : That’s right. Can I help you?

Tourist : Well, I would like to order two tickets for tour to Bromo for this month. Could I order the tickets?

Agent : Okay, I will process your order. I will inform you later. Can you give your personal email?

Tourist: Well, my email is Sandra_bee@gmail.com .

Agent : Excuse me, what's your name?

Tourist: I am Sandra Lock.

Agent : Okay, thank you. I will call you later.

Unscripted role play different with scripted role play (Byrne, 1986). It is opposite with another. In the unscripted role play, the students are not depending on the script. The students have to decide what language to use and how the conversation should be developed by them in order to do this activity, a good preparation from the teacher and the students if really necessary. Below is an example of procedure in the unscripted role play as follows.

Student A be a tourist : She/he asks the direction the gate of Prambanan temple.

Student B be a tour guide : She/ he gives the direction by showing the map.

To bring out this idea, the teacher should discuss with the students and divides the class into group-work (in pairs or in groups). The teacher gives some situation and she/he give a role to each of the students. Then the students play the role based on their section.

From the explanation above, the teacher can select one of the forms of role play. She/ he can use one of them, scripted or unscripted forms which are appropriate with students' requirement. Scripted role play is usually used by the students in the beginner levels, because it is more easily than the one. As well as, unscripted forms used by the upper level students, because this one is more complex and difficult in the applying it.

d. The Implementation of Role Play in teaching Speaking

Huang (2008) applies six major steps in the procedure for the role play activities in her classes. Those are deciding on the teaching materials, selecting situations and create dialogs, teaching the dialogs for role plays, having students practice the role plays, having students modify the situations and dialogs, evaluating and checking students' comprehension.

In addition, Manorom and Pollock (2006) also suggested the following steps for implementing a role play. The described as follows. Briefing stage, in this case, the students get more information about the role-play clearly. They understand about the roles are, and also they can establish relationship boundaries among the students. The next is interaction stage. It is a chance for students to assume their roles and develop relationship with other students. It should reflect the real life situation that the role-play is simulating and may require detailed instructions for the action of different stake-holder.

After that is forum stage. In this case, it sees participants who engage in direct interaction involving all the students. The aim is for negotiating to take place with the purpose of reaching resolution. Then, the last step is debriefing stage. It is the most important element in role play. The students come out the roles fully for the debrief session so that they might reflect on their role and others objectively.

e. The Advantages Using Role Play

It has been mentioned before that role play activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feelings to others by using or sound of articulation.

Role play activities can improve the learners speaking skill in any situation and help the learners to interact. According to Nunan (2003:57), role play activities are also excellent activity for speaking in the relatively safe environment of the classroom. In role play activities, the students are given particular roles in the target language before they do in real environment. Several reasons for using role play activities in teaching speaking quoted from Ladousse (1995: 6-7) as follows. Ladousse asserts that there are many situations can be brought into the classroom and the teachers can train students to speak in any situations through role lay activities based on the students' experience. Then, role play activities can develop the students' competence in languages and communication in social relationships. But the role play activities should appropriate with the students' language teaching syllabuses. The next is role play activities can increase the students' confidence. The last is role play activities are fun activities. From the explanations above, role play have many reasons to be used in the speaking teaching learning activity.

In addition, Van Ments (1983) in Graves (2008:7) identifies three general advantages to role-playing activities: they are positive and safe in dealing with attitudes and feelings, they provide a safe venue for expressing personal and sometimes unpopular attitudes and opinions, and role play is highly motivating as the majority of students enjoy these types of activities and become more inspired learners.

In conclusion, role play is an important activity in the communicative approach because role play activities give the students a lot of opportunity to

communicate in different social contexts which can develop the students' fluency in the target language, promotes the students to interact with others in the classroom, and increase motivation and makes the teaching-learning process more enjoyable. A role play is a flexible learning activity which has a wide scope for variation and imagination.

B. Review of Relevant Studies

This part deals with the previous related studies. Role play has been proven to improve students speaking skill in the context of English teaching and learning. Several studies about using role play in teaching speaking have been conducted by some researchers.

In this relation, Graves (2008) states there is no doubt that role play will help students to improve their speaking skills. Since role play focuses on communication rather than language itself, they are real communicative activities. In addition, role play helps learners to learn how to communicate, not learn the "language", through authentic experiences. Furthermore, role play is an effective teaching method and should be used to help actively engage students in their learning. At last, role play is unique and should be a vital part of any social studies curriculum.

Meanwhile, Kayi (2006) concluded that teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in class and success later outside the class. Therefore, it is essentially for teachers for pay attention to the teaching learning process of speaking rather than leading in

memorization. In line with this aim, role play can contribute a great deal to students in developing their speaking skill necessary in their daily life, furthermore, for their future job.

In addition, Huang (2008) identified that role play is really worthwhile learning experience for both students and teachers. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is indeed a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms.

Based on the result of the previous studies, it is concluded that role play can improve students' speaking skill. Therefore, this is worth to be conducted and expected to give some positive contributions for both English teacher and the students.

C. Conceptual Framework

In teaching and learning a language, speaking skill is not an easy skill which can be mastered. The difficulties may become from the students, the teacher, the material or the class activity. Since it is one of the important skills that should be acquired by students, thus students have to be given some opportunities to improve their skills to speak in English. Generally, based on the observation class of eleventh grade of SMK 6 Yogyakarta at Travel Tourism Program, the teacher gives little opportunity to the students to express their idea. The materials learnt by the students are not appropriate too. It is not suitable with the basic competence topic of eleventh grade of vocational school, because the teacher

often teach grammar. However, the students at Travel Tourism Program have to master speaking skills to face the real job in the future, after they graduate from the vocational school. To regard the need of the students' speaking ability, the researcher and the teacher see that combining the learning of speaking and the use of role play will give results at the improvement of students' speaking skills. The quantity of speaking practices will be increased and the students will get more speaking experiences. By implementing role play activity, it is hoped that there will be same changes in the students speaking skill. There are some benefits in using role play in teaching and learning speaking. The benefits are role play can motivate, encourage students and make enjoyable class so that the students become active involved and interested in the teaching and learning activities, role play provides more chances for practicing speaking, since it practiced among the students in the class, the students can lose their fears of making mistakes, role play can reduce students' boredom. By joining the role play activities the students' will be enjoy with the teaching learning process, they are more enthusiastic and class will be more alive.

Based on the explanation above, it summarized that role play is a valuable speaking activity in the teaching learning process in order to develop the students' speaking skill. In this research, to improve the students' speaking skill the researcher makes some efforts through action research.

CHAPTER III

RESEARCH METHOD

A. Research Type

This research entitled “Improving Students’ Speaking Skills Through Role Play at Grade XI at Travel Tourism Program of SMK N 6 Yogyakarta in the Academic Year of 2014/2015” is action research. The aim of the research is to improve students’ speaking skill at grade XI at Travel Tourism Program of SMK N 6 Yogyakarta through role play. The researcher and the collaborator try to improve the way of teaching speaking especially by providing role play activities to the students.

There were two cycles in this research. The researcher arranged planning of the action, implementing the action and doing reflection in each cycle. In the planning stage, the researcher prepares the lesson plans, the course grid, the pre-test, the post-test, observation checklist, interview guidelines and the questionnaire. In implementing the actions, the researcher works together with the English teacher as a collaborator and the students to identify and to investigate the problems that occur in the English teaching and learning process. The researcher then does a reflection and continues to the next cycle when the action of the previous cycle is considered unsuccessful.

B. The Setting of the Research

This research was conducted within the first semester of the 2014/2015 academic year from November to December 2014 at SMK N 6 Yogyakarta at Travel Tourism Program. This school is located in Jl. Kenari No 4 Yogyakarta.

Physically, SMK N 6 Yogyakarta have 4 main programs, there are the Tourism Program, the Food and Beverage Program, the Beauty Program, and the Fashion Program. The school is also equipped with other facilities, such as two cooking laboratories, a Hotel for the tourism practice, a computer laboratory, two beauty shop laboratories, a complex cafeteria, teachers' office, a principal office, a mosque, a medical room, a school hall, a basketball hall. The researcher conducts the research in class Travel Tourism Program grade XI of SMK N 6 Yogyakarta. Thus, the researcher has to implement the actions in the class by following English lesson's schedule for the class.

C. The Subjects of the Research

The subjects of the research were the researcher, the English teacher and the students of SMK N 6 Yogyakarta at grade XI at Travel Tourism Program. The class has 30 students, consisting of 25 female, and 5 male students.

D. Focus of the Research

The focus of the research is improvement of students' speaking skills through role play.

E. Data Collection Techniques and Instruments

The data of the research were qualitative and quantitative data. The data were collected by observing the teaching and learning process in the classroom, interviewing the students and the English teacher, testing the students and also giving them a questionnaire. In line with the aims of this research, the research used observation sheet, interview guidelines, questionnaire data and students

speaking rubrics as the instruments of the data collection. The brief information about the data collecting techniques and instruments is presented as follows.

1. Class Observation

Class Observation was done to monitor the teaching and learning process in the class. During the observation, the researcher collected the data by observing class situation. It was recorded in the form of observation checklist and field notes. Observation checklist aimed to obtain information about implementation of the planning and the procedures of the actions. It was also used to gather data about the students' activity during the teaching and learning process. In addition, field note was used to record facts which could not be put in the observation forms.

2. Interview

Interview was used to know the effectiveness of the actions. In this research, the researcher interviewed the English teacher and the students about comprehensive information related to the teaching and learning speaking process through role play. In this case, the data were gathered to know the students' feeling during the class activities. The results of the interview was recorded in the form of interview transcripts.

3. Testing Students' Performance

Testing students' performance was done before and after implementing the actions. Before carrying out the action, the researcher conducted a pre-test to identify the problems as the basic knowledge to do the research. At last, the

researcher conducted two post-tests to measure the development of the students' speaking skill after implementing the action, in the last of first cycle and second cycle. A pre-test and post-tests were used to know and to measure the students' speaking skill.

F. Data Analysis

The data collected was analyzed qualitatively and quantitatively. All of the data gather from observation checklist, field notes, questionnaire data and interview transcripts and questionnaire data were analyzed qualitatively, while the data obtained from the tests (pre-test and post-test) were analyzed quantitatively. The steps of the data analysis included collecting the data, comparing and cross checking the data from the observation checklist, interview transcript, field notes and students' tests.

G. Research Procedure

There are five phases in the action research, which include problems identification, planning, action and observation, and reflection. The researcher used the procedure of action research proposed by Kemmis and Mc Taggart (1988) in Koshy (2005:4). The procedure is presented as follows.

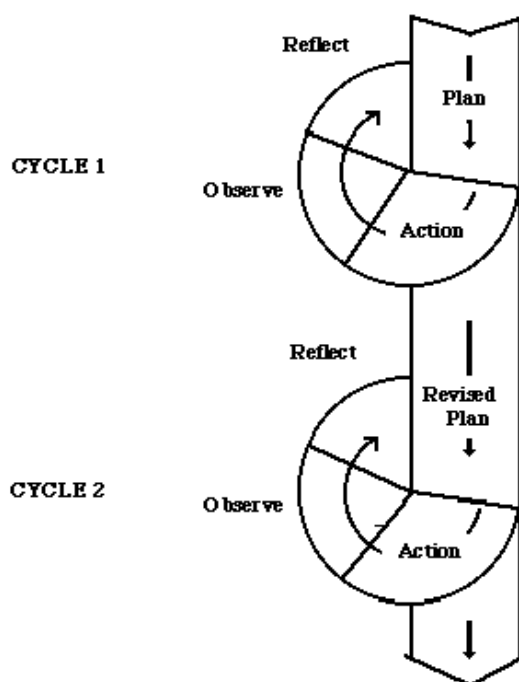


Figure 2: Action Research Process by Kemmis and McTaggart

1. Reconnaissance

This is the first step that has to be known by the researcher. In this first step, the researcher carried out the research collaboratively with the English teacher in this school. In this case, the researcher collected information concerning the students' speaking skill. The researcher did pre-test, observation and interviews the students and English teacher to identify the existing problem in class related to the students' speaking skill. After that, the researcher determined the research concern. More formally, doing reconnaissance involved the time to reflect on the researcher's belief and to gain a better understanding of the nature and context of your research problem (Mills, 2011).

2. Research Cycle

In this process, the researcher implemented the actions in some cycles depending on the need of the research. There were three procedures implement in

this action: planning, the action, implementing the action and doing reflection. The procedure is described as follows.

a. Planning the cycle

In this phase, the researcher identified problems or issues and made some plans to choose the actions that were feasible to be implemented in the field, based on the results of the reconnaissance. In the planning actions, the researcher worked together with the English teacher of class. In this step, the researcher prepared the lesson plans, the materials and the research instruments. While the research instrument such as the interview guideline, the pretest scoring rubric, the questionnaire were designed by considering the kinds of data needed. The plans per cycle are described as follows.

1) Planning Cycle 1

In planning in the first cycle, the researcher considered the materials which would be taught by reviewing the basic competency the researcher plans to have three types of role play and two forms of role play that were used in the cycle one. Those were considered by different situation and different dialogues. Furthermore, the dialogues and the hand outs were designed based on their own program – Travel Tourism Program.

2) Planning Cycle 2

In the planning in the cycle 2, the research reviewed the result of the discussion and the plan based on the problem appearing at the first cycle. The three new dialogues and hand out were planned to be included in the same types and forms of role play in the first cycle.

b) Action and Observation of the Cycles

In this step, the researcher involved in observing the effects of the actions and took note on how the students reacted to the actions and some obstacles in implementing the action.

1) Action and Observation of Cycle 1

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded in the form of field notes. The some changes were made in relation to the students' learning progress. Even though, in this stage, the researcher and the collaborator noted some problems appearing during the teaching and learning process. In this cycle, there were three topics that discussed in three meetings. They were "asking for and giving information about tourism", "making travel arrangement" and "at the travel agent". In the last meeting, it created a post test for the students and they asked by the researcher to join the interview after class.

2) Action and Observation of Cycle 2

As what the researcher did in the second stage of the first cycle, in this stage the researcher implemented the revised method decides in the planning session and observes its progress. The mistakes, weaknesses, changes and improvements were recorded as a consideration to draw the conclusion about the whole teaching and learning process. In this cycle, the researcher taught one topic, it was "at an airport". It was delivered in two meetings. The second meeting of the second cycle was for doing post-test. The researcher asked to the students to join interview and do the questionnaire.

c) Doing the Reflection

In the last step, the researcher made some evaluations or reviews on what happens in the implementation of the action. In this case, the reflection was giving the result, which was the action successful or not. If the action was not success, the research could be repeated the action with the suitable action so that the condition would be better.

1) Reflection Cycle 1

In this stage, the researcher and the collaborator discussed the problems and solutions in each meeting and at the end of the cycle, based on the interview result, they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

2) Reflection Cycle 2

In this stage, the implementation and observation of the cycle 2 were reflected in the discussion between the researcher and the collaborator. Furthermore, the whole problems, solutions, changes and improvements made in the cycle 1 and 2 were discussed to draw the conclusion about the overall teaching and learning process.

H. Data Validity and Reliability

1. Validity

According to Anderson in Burns (1999:161-162), to fulfill the validity of the data, the researcher established democratic, outcome, process, catalytic and dialogic validity. The explained as follows.

a. Democratic Validity

The researcher did an interview with the English teacher and the students of SMK N 6 Yogyakarta at grade XI students of Travel Tourism Program. In this case, the English teacher and the students got chances to give their own opinions, ideas and comments about the implication of the action research.

b. Outcome Validity

Outcome validity was related to the result achieved by the research. It was obtained by providing the genuine data and looking at the result of the actions which has been done. The researcher and the collaborator analyzed the successful and the unsuccessful actions. The research might say that the action will be successful when there were some improvements in the teaching learning process and vice versa.

c. Process Validity

In this case, the researcher collected the data by doing observation and writing note for everything that happened during the action. The students' attitude, class condition and the teaching learning process were observed in this process. In addition, the result was recorded in the forms of field note.

d. Catalytic Validity

The researcher fulfilled the catalytic validity by observing, making reflection of the implementation of the actions that was done in the class XI at Travel Tourism Program of SMK N 6 Yogyakarta and doing some discussions with the English teacher as a collaborator and the students.

e. Dialogic Validity

The dialogic validity was the process of peer review. It was fulfilled when the researcher asked the English teacher as the collaborator to participate in the process of the research by doing a discussion, giving critiques and suggestions to the actions done in the class.

A test was valid if it measured what it purposed to measure. The researcher used all of the validities for make sure the result of the data research.

2. Reliability

Reliability refered to whether a research instrument was neutral in its effect and content across multiple occasions of its use. The research had to produce the same results on different occasion (Denscombe, 2007).

According to Cresswell (1999: 167), there are four kinds of reliability. They are test-retest reliability, alternative forms reliability, alternate forms and test-retest reliability and the last is interrater reliability. In this research, the researcher is using one of the kinds of reliability. It is interrater reliability. Interrater reliability is kind of comparing scoring between the students' score record from the researcher and the teacher as a collaborator (Cresswell, 1999: 171).

While using those principles, the reliability of the data was gained by giving genuine data, such as field notes, questionnaire data, interview transcripts and other records. To check trustworthiness of the research, the researcher used time triangulation, researcher triangulation and theoretical triangulation.

Time triangulation was used because the data of this research was collected at different point of the time (Miller (1986) in Cohen, Manion, Morrison, 2005:113).

It aimed to identify and to investigate the teaching and learning process. In research triangulation, the researcher asked the English teacher as a collaborator to collect then to compare the data with the researcher's own data (Burns, 2010:97). In line with the statement above, Denzin (1970) in Cohen, Manion, Morrison (2005:113) argues that investigator triangulation is the use of more than one observer. The last is theoretical triangulation, which is the researcher used more than one theory in the research (Danzon (1970) in Cohen, Manion, Morrison (2005:114))

According to Burns (2010:97), the aim of triangulation is not only to provide a more balanced picture, but also to explain the result – it is support or not, among each other. In this research, the researcher compared the data collected from the observation checklist, interview transcripts, data questionnaires, and the tests. Furthermore, the mean scores of the data collected were compared.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research aimed at improving students' speaking skill through role play at Grade XI at Travel Tourism Program of SMK N 6 Yogyakarta in the academic year of 2014/2015. This chapter presents the research findings and discussion. The findings of the research are presented in two sections. The first section discusses the reconnaissance step. Then the second one presents the implementation of the action and discussion. After that, it is followed by the discussion of the general findings of the research.

A. Research Findings

The research findings present the description of reconnaissance and the implementation of role play in the teaching and learning process.

1. Reconnaissance

This section presents identification of the field problems, the problems to be solved based on the urgency level and feasibility, the actions to solve the problems, and the relationship between the field problems and the actions given.

a. Identification of the Field Problems

In this step, the researcher identified problems which occurred in the English teaching learning process at XI Travel Tourism Program of SMK N 6 Yogyakarta. He identified problems related to the teaching of speaking. The field problems were collected through a classroom observation, interviews with the English teacher and the students, and the pretest. More than one data collecting techniques were used to get a broader picture of their speaking problems. To begin with, the

researcher conducted a classroom observation on April 18th 2015. He observed the classroom interaction while the teacher was teaching about repeating V-ing to the class. The result of the classroom observation presents on the Appendix A. After that, he administered the pretest to the class.

Based on the field note on the Appendix A, there were problems in the teaching and learning process of the class. First, the students tended to keep silent while the teacher gave the explanation about the lesson. However, they were enthusiastic when the teacher played a joke. Next, the researcher also did interviews with the English teacher and some students. The students seldom used English in the conversation. Furthermore, the English teacher did not use the teaching aid, such as videos or audios or handouts to support the teaching learning process. They had to write down the teacher's explanation on their books.

The students lacked confidence to express their expression in English. They were afraid of making mistakes in pronunciation, structure and vocabulary when they were speaking. Therefore, most of them were shy of showing their speaking skill in front of the class. Besides, the materials given by the teacher did not meet the students' need. The teacher did not use the basic competence and standard competency of SMK. Moreover, the teacher did not use handout for guiding their lesson. She paid little attention to interactive speaking tasks. She rarely asked them to do role play as their job, to have discussion, to do interview or other interactive tasks. As a result, the students were passive in the class.

The students still had a difficulty in pronouncing words, it can be showed by the interview transcript in Appendix C. The teacher seldom gave feedback and

correction when the students got difficulty in arranging the sentence or pronouncing incorrect pronunciation. The teacher also did not use the material books to guide the lesson. She did not package the material with the variety interaction. The English teaching and learning in the class was less communicative. Consequently, most of the students felt that English was a difficult subject and boring subject because of so many theories.

After doing the class observation, interviewing the English teacher and some students, also got the score of pretest, the researcher and the English teacher did discussions about the problems occurred in the class. Based on the discussions, they identified some problems that were found in the field. Those field problems were presented in the table below.

Table 2: The Field Problems Concerning the English Teaching and Learning Process in Class XI Travel Tourism Program of SMK N 6 Yogyakarta in the Academic Year of 2014/2015

No	Problems	Codes
1	The students had difficulties in pronunciation and in constructing the sentences.	S
2	The students had limited vocabulary mastery.	S
3	The students laughed at their friends who made some students afraid to make mistakes if they spoke English.	S
4	The students were shy and passive to speak English and had low fluency.	S
5	The students considered English as a difficult and boring subject, because so many theories there.	S
6	The students had less opportunity in practicing speaking as they got less chance to practice speaking in the class.	S
7	Most of students slept or they often made noise when the teaching and learning activity was still going on in the class.	S
8	The students were bored, had low motivation and not interested with the English material.	S
9	The teacher did not allow the basic competence and standard competency when they taught English in the class.	T
10	The teacher did not explain the expressions used in language used based on the Travel Tourism Program's need.	T

11	The teacher does not ask to the students to practice spoken English.	T
12	The teacher does not encourage students to use dictionary.	T
13	The teaching learning process focused on grammar explanation.	T
14	The learning activities were monotonous.	TT
15	The teacher did not use material books to guide the lesson.	Mt

Notes:

T : Teacher TT : Teaching Technique
 S : Student Mt : Material
 Md : Media

b. Determining the Field Problems be Solved

After the field problems were identified, they were weighed based on the urgency level and feasibility. In line with the limitation of the problem presented previously, the problems were focused on the teaching technique and the students. The problems were taken because it affected the students' speaking skill. Therefore, the problems needed to be solved soon. It was expected that solving the problems carried out improvements to their speaking skill. The table below shows the field problems to be solved based on the urgency level and feasibility.

Table 3: The Field Problems to be Solved Based on the Urgency Level and Feasibility

No	The Field Problems to Solve Based on the Urgency Level and Feasibility	Codes
1	The students had difficulties in pronunciation and had low accuracy.	S
2	The students had limited vocabulary mastery.	S
3	The students were shy and passive to speak English and had low fluency.	S
4	The students had less opportunity in practicing speaking as they got less chance to practice speaking in the class.	S
5	The students were bored, had low motivation and not interested in the English speaking material.	S
6	The learning activities were monotonous.	TT

Notes: S: Student TT: Teaching Technique

c. Determining the Actions to Solve the Problems

After selecting and identifying the most urgent and the most feasible problems to be solved, the researcher and the English teacher worked together to do a pre-requisite analysis. A pre-requisite analysis was conducted to find the relationship between the problems, their causes and possible action to overcome. The following table shows problems, causes and the actions related to the field problems.

Table 4: Action to Solve the Problems

No	Problems	Causes	Actions
1	The students had difficulties in pronunciation, and in constructing the sentences.	The teacher did not give a good pronunciation model to the students. The teacher did not give them correction or feedback.	Providing various kinds of speaking exercises such as drilling and providing pronunciation models and interesting audio media
2	The students had limited vocabulary mastery.	The students had limited vocabulary. The kinds of vocabulary was not introduced by using interesting media.	Introducing kinds of vocabulary and implementing role play activities
3	The students were shy and passive to speak English and had low fluency.	The students were afraid of making mistakes and were laughed by other friends. The students had low self-confidence. The students had low vocabulary to express their idea so that they were not fluent enough	Implementing role play activities with different theme and different given situation in each language used.
4	The students had less opportunity in practicing speaking as they got less chance to practice speaking in the class.	They got less chance to practice speaking in the class. The teacher asked to the students to read the dialogue without asked	Implementing role play activities with different theme and different given situation in each language used.

		them to practice it. The language used was not introduced at first.	
5	The students were bored, had low motivation and not interested with the English material.	There are no interesting teaching and learning activities.	Implementing role play activities with different theme and different given situation in each language used.
6	The learning activities were monotonous.	The teacher did not provide the attracting activities.	Implementing role play activities with different theme and different given situation in each language used.

Furthermore, the next sub-chapter explains about the activities and the results of the research that was conducted in Cycle 1 and Cycle 2. The process in each cycle was discussed below.

2. The Implementations of the Actions

After identifying the problems, the researcher and the English teacher formulated some actions to solve the problems. In this process, the researcher implemented some actions in two cycles. There were three procedures implemented in this action, planning the action, action and observing, and doing reflection. The procedure of the action in each cycle was described below.

a. The Report of Cycle 1

1) Plan

In this phase, a series of plans were made. The researcher and the collaborator decided to use PPP approach. According to the approach, the teaching and learning process includes Presentation, Practice and Production. Then, they also determined to use of role play as the teaching technique. It was

selected because role play was believed to effectively improve the students' speaking skill. Later, they decided the schedule of the action which were conducted on Mei 11st and Mei 15th. The time allocation for each meeting was 45 minutes x 2. The meetings were different in terms of topics and materials.

a) Meeting 1 (At the Travel Agency)

The researcher and the collaborator planned to present material asking for and giving information about tourism. At the end of the course, the students should be able to make use English expressions conveyed in asking for and giving information accurately and fluently according to the situation given. To achieve the learning objective, they had to fulfill the achievement indicators. First, students are able to pronounce words related to the class with correct stress. Second, students are able to utter expressions of "asking for and giving information about tourism". Third, students are able to use the expressions of "asking for and giving information about tourism" in the class fluently. Fourth, students are able to use the expressions of "asking for and giving information about tourism" in the class through pair work activities with intelligible pronunciation, grammar and good choice of vocabularies.

The detailed information of the lesson plan and the handouts are in the Appendix F. The researcher planned to use a laptop, a speaker and handouts as the learning kits.

b) Meeting 2

The researcher and the collaborator planned to present materials about asking for and giving information again. At the end of the class, they should be able to

make use of the English expressions conveyed in asking for and giving information accurately and fluently according to the situation. To achieve the learning objective, the students have to fulfill the following indicators. First, students are able to pronounce words related to the class with correct stress. Second, students are able to utter expressions of “asking for and giving information about tourism”. Third, students are able to use the expressions of “asking for and giving information about tourism” in the class fluently. Fourth, students are able to use the expressions of “asking for and giving information about tourism” in the class through pair work activities with intelligible pronunciation, grammar and good choice of vocabularies. Fifth, students are able to use pattern of “yes-no questions”, “WH questions” and “Questions with modals” in the daily contexts. The students’ performance in the last activity was utilized as the evaluation of Cycle 1 (progress test). Their speaking performances were scored by using scoring rubric, the detail scoring rubric in the Appendix H. The researcher determined to use a laptop, a speaker, and handouts as the learning kits.

2) Actions and Observation

a) Meeting 1 (At the Travel Agency : Asking and Giving Information About Tourism)

The first meeting was held on Mei 11st, 2015. The researcher acted as the English teacher and the real teacher acted as the collaborator. Meanwhile, there was an observer to observe the teaching and learning process and took some pictures. At 13.30, the researcher, the collaborator and the observer entered the

classroom. He introduced himself and called the roles. He told that everybody should bring their dictionary or borrow it at the library. At that time, he found that some students were absent because two of four students rehearsal for participating a debate competition. The other was sick, and another was not information. After that, he told the learning objective to the class.

The first activity was distributed the handouts to the students, and it was assisted by the observer. After all of the students got the handouts, to encourage them, the teacher sticks a big picture on the white board. The teacher also asked some eliciting questions. The students answered the question orally using the Indonesia language. The teacher asked to the students to open the first page. In the first step, he asked them to look carefully the picture in their handouts. The teacher played a recording about the picture. That was a conversation based on the picture. When the students listened to the recording, they also read the written conversation. After all, some students answered the questions related to the recording orally. After they finished answer the questions, the teacher asked the students to read the next dialogue in the handout, then they should practice it with their own partner. It was in the practice section.

Afterwards, in interval 8-10 minutes, they finished their job to read the dialogue. The teacher asked a pair to go to in front of the class to practice it. Some students in the back of the class were crowded. After, the first pair performed their conversation, the teacher asked a pair in the back for performing their conversation in front of the class. But, they were refused it. The teacher gave them opportunity to perform their dialogue in their own desk.

After all, he asked them to look for some difficult words and the phonetic transcription symbols. Because most of the students did not bring their dictionary, the teacher helped them to write the phonetic transcription symbols in the white board and they pronounce the words together. In this step the situation was not control well. The teacher asked them to keep silent and pay attention to the lesson. But, some of them asked the teacher to go home, because the time has been finished.

The teacher only ignored them. He continued his lesson. He told to the students if they got difficulties when pronounce time and prices. He gave them some examples, how pronounce time and prices. The situation was more uncontrolled, the teacher tried to give them some questions based on the dialogue before. Some of them answer the questions enthusiastic, but the others were not.

At 14.45, the students cannot be handled well. Finally the teacher allowed the students' want. The meeting was closed by the class leader with prayer. The teacher reminded them. There was not extra time for the next meeting, then they should learned the next material at home. The overall activity in first meeting run as not well as planned. The students did not pay attention to the teacher. They wanted to go home earlier from the schedule. Some of the students tried to speaking well, even though some of them felt shy and just kept silent without saying any word. In addition, the researcher often asked them about their difficulties related to the materials.

b) Meeting 2

The second meeting held on Mei 15th, 2015. In this meeting the researcher acted as a teacher and the English teacher as a collaborator. However, the teacher could not come to the class. The duty of the collaborator was handled by the observer. The language used taught in this meeting was the same as the previous meeting, expressions that were used at the travel agency. In this case, the teacher continued the previous material. When the teacher entered the classroom, many students were still out of the classroom.

The teaching and learning started when the researcher greeted the students, checked the students' attendance and asked about their condition. Before continuing the lesson, the researcher asked the students whether they have studied English last night or not. After that, the researcher continued to review the previous material about asking and giving information about tourism. He asked the students to pay attention to the expressions of asking and giving information in the provided dialogue. The researcher asked them to discuss the provided expressions with the chair mate.

After that, he asked them one by one the examples of expressions of asking and giving information about tourism. Some of the students who sat in the back of the class were busy with their own business. The teacher asked them, what topic that they told. One of the students said that she was annoyed with the noisy sound from the Mandala Krida Stadium. The teacher gave them advice to focus on the lesson. The teacher together with the collaborator handled the class. The teacher

asked the students to pronounce some expressions. The students showed high enthusiasm when pronouncing the expressions.

After that, the researcher gave the brief explanation about yes-no questions, WH questions, and questions with modals. Some others made their own business. Overall, the students understood about the materials. It's proven to be when the teacher made some mistakes, the students made some correction for him.

The teacher attracted students to pay attention about raising and falling intonation, and also about stress. Most of them did not know about it. They were enthusiasm with the new things. Each part of the explanation looked lively by students. After that, the teacher asked the students to complete the blank dialogues. After 8 minutes later, the teacher asked some of them to be the volunteer to read the complete dialogue. He was difficult to look for the new volunteer, because the volunteers were the students that ever been the volunteers before. The teacher succeeded to ask the pair of the students who sat in the back row.

In the last step, the production step, the teacher allotted the role play cards to each of pair of the students. He asked them to make dialogue based on the situation of the role play cards. He chose 3 pairs of them to practice their dialogue in front of the class. By using gambler cards, the teacher called the students to perform their performance. Two pairs of them had difficulties for pronouncing some words. It indicated when the student pronounced the word who, it should be /hu:/ but he pronounce /whu:/. The teacher gave the feedback for their performances.

At last, the teacher asked them about their feelings and difficulties when they did the role play. Most of them enjoyed when their roles were played. The teacher also gave an announcement that in the next meeting, all of the students would have the posttest. They were noisy when they knew the announcement. The teacher suggested that all of the students must learn to encounter the posttest. The teacher closed the meeting by praying.

c) Meeting 3

The third meeting was conducted on Mei 18th, 2015. In this meeting, the researcher acted as a teacher and the observer acted as a collaborator. After the bell rang, the students entered the classroom and sat in their chair. The teaching leaning in the class was started when the teacher greeted the students, checked the students' attendance and asked their condition. Before beginning the lesson, he asked them whether they studied English last night or not. He also checked their understanding about the previous materials. After that, he began the lesson by explaining the topic in the meeting. In the meeting, the teacher administered the posttest to know about the students' progress during the actions. The teacher prepared the room as a travel agency. The teacher gave brief explanation concerned about the meeting today.

Before the teacher began the posttest, he explained about the how making a telephone call. He gave the handouts to the students. Then the teacher asked the students to read all of the parts of the handout. The teacher explained expression of how making a telephone. Most of the students understood about it. After that, the teacher explained about the posttest, every student listened carefully to the

teacher's explanation. He asked them to look for their pair. After all of the students got their pair, the teacher allotted the role play cards to each of pair. The teacher also allotted the gambler cards to them to make sequence performance.

The teacher asked the students to prepare their dialogues out of the classroom. After 10 minutes, the teacher asked the first pair to perform their dialogues based on the situation in the role play cards. The pair of the students performed in the desk whom prepared by the teacher. Most of the students enjoyed performing their dialogue. Most of them also were fluent when they practice it. While the students performed their dialogue, the teacher and the collaborator took the performance scores including pronunciation aspect, vocabulary aspect, fluency aspects and the last one was accuracy aspect. The aspects in the posttest were similar with the aspects that used in the pretest. After all of the students performed their dialogue, the teacher asked the students' feelings during performing the dialogue using role play. Most of them enjoyed when they used the technique, but the others told that they still had hesitation in their utterance. Many of them said that their confidence improved since they did role-play. However, they realized that their vocabulary mastery and pronunciation were still low. After the lesson, the teacher asked 5 students to be the participants of interviewer. Then the teacher said good bye and led the prayer before the meeting was closed.

3) Reflection

Cycle 1 was done as an effort to improve class XI Travel Tourism Program students' speaking skill. After conducting Cycle 1, the researcher made some

reflections. The data were analyzed from the observation and interviews with the collaborator and some students. There were successful and unsuccessful actions in the Cycle 1.

The students' involvement in speaking activity increased. Furthermore, there had been the significant improvement from the role play practice in the pretest to the next role play practice in the progress test in Cycle 1.

In the first role play practice in the production stage, the students brought some notes. They said that they were not confident in speaking English without bringing any notes. However, some of them tried performing without bringing some notes.

In the progress test, the students played the role theme at the travel agency. They did not bring any notes when they were performs. In addition, they maximized the laptop and the brochure which were prepared by the teacher before.

In the Cycle 1, the students' fluency and accuracy improved during teaching and learning process. Initially, they had some problems in the pretest such as they did not speak fluently, they spoke rather slowly and had some hesitantly. In the progress test they spoke better than the pretest.

Moreover, the students spoke with simple and complex grammatical structure correctly. It could be seen in the progress test that the students' accuracy increased. In the pretest, the students often made grammatical mistakes.

There was the improvement in the vocabulary mastery, a student told he got the improvement of the vocabulary mastery.

Furthermore, some students expressed their feelings related to the teaching learning process in Cycle 1. They said that the activities in Cycle 1 were fun and interesting (it can be seen at the interview transcript in the appendix C). Some students also said that by doing they felt more confident and braver to speak and to practice English.

Overall, the research was done well. There were improvements in all of the indicators. However, the researcher repeated the cycle to make it convincing, that the improvements were valid or not. In addition, there still had some problems that found in the Cycle 1.

The students still had low motivation in the teaching learning process. They still bored to receive the material. It might be due unvaried explanation. Based on the discussion with the Collaborator, it was concluded that the students needed more interesting material.

4) Summary of Cycle 1

Based on the explanation above, there were some successful and unsuccessful actions faced during Cycle 1. There were some of the successful actions such as, the students could be speaking better and they vocabulary increased. Furthermore, the unsuccessful actions such as, the students still felt that they had low motivation, the materials were not finished yet, and then the recording was not played well. Based on the description, the researcher and the collaborator decided to conduct Cycle 2 to convince whether the improvements were valid or not. For

the next cycle, the researcher and the collaborator planned to teach “At the Hotel” topic.

b. The Report of Cycle 2

The cycle 2 was carried out in the steps. They were plan, action and observation, and reflection. First of all the researcher and the collaborator planned some actions which were applied in the action stage. Next they put the plan into action. While undertaking the action, both of them observed the class situation. Finally, they made reflections on the teaching learning process conducted in the second cycle. The following descriptions describe the detail information about the report of Cycle 2.

1) Plan

In line with the reflection on the implementation of the actions on the first cycle, it was found that all of the problems were not completely solved. There were all the aspects of speaking repeating in Cycle 2. As a further action, the researcher and the collaborator designed some plans actions. They decided to make some changes on the actions which were applied on the previous cycle. In addition, they added some new actions in order to solve the problems.

In connection with the findings in the first cycle, the students relied on the handout much and they were bored when focused on the handout. They wanted to dismiss earlier when they got bored. They did not pay attention in the expressions. To solve the problems, the researcher and the collaborator planned to change the rule of the role play. The students did not give any handouts during the teaching learning process. They got the handout after the class finished. It was aimed at

minimizing their reliance on the handout. The researcher aimed to make the students curious with the material before using a handout.

The additional action was game. It was designed to provide various activities. It could encourage them to be more active and more focuses on the teaching learning process. The game was played in a big circle in the class. They were sitting on the floor. They were given some pronunciation cards. The students should be rolling the doll during the music was played. Next, the game was started when the music was played, and the game was stop when the music was stop. A student who held the doll when the music stopped must pronounce the word.

In Cycle 2, the researcher and the collaborator determined to apply some successful activities as carried out in Cycle 1. Practicing the dialogue and listening and pronounce some expressions were still given, because the actions proved that it could improve students' vocabulary and fluency. In addition, the researcher prepared the speaker to facilitate them. Then, at the end of the class, the researcher gave the handout to the students to help them repeate the material at home. After that, in the next meeting, they could prepare their performance for the posttest. The detailed information about the planning for the fourth meeting and the fifth meeting is presented as follow.

a) Meeting 4 (At the Hotel)

The researcher and the collaborator planned to give material about handling guests at the hotel. At the end of the class, the students were given several activities. First of all, they were going to make a big circle. Then they got eliciting questions about two big pictures that brought by the teacher. Next, the teacher

played the game. The aids of the game were a doll, music and pronunciation cards. A student who held the doll when the music stopped should pronounce the words in the card. Then, the teacher gave some pictures to the students, and they should match the pictures with the description.

After that, the teacher asked the students to read and practice a dialogue with their pair. Then, each pair should look for the expression related to handling guest at the hotel in the dialogue. Afterwards, each of pair listened a recording and fill in the blank the uncompleted dialogue. Voluntarily, the students practiced the complete dialogue among the students in the circle. In the last material, they learned some expressions related to how handling guests at the hotel.

In the last stage the researcher gave the handout to the students. The production step was faced in the next meeting, and it was to be a posttest. The detailed about lesson plan and handouts are presented in Appendix H.

b) Meeting 5 (Posttest)

The researcher and the collaborator determined to give posttest in the fifth meeting. The students had learned the material of posttest in the handout that had been given in the previous meeting. The researcher and the collaborator assessed the students' performance in the posttest. The researcher asked each of the pair to take the number of performed. The teacher asked the students to prepare their performance out of the class. One by one pair performed their performance. After all of the students performed, the teacher gave some feedback for them. The detailed about lesson plan and handouts are presented in Appendix H.

2) Action and Observation

The action stage of Cycle 2 was carried out in two meetings. The detailed description of the teaching learning process is presented as follows.

a) Meeting 4 (At the Hotel)

The fourth meeting was held on Mei 22nd, 2015. The researcher acted as the teacher. The real English teacher acted as the collaborator. While the teacher was teaching speaking, the collaborator sat at the back row of the class and observer observed the classroom interaction and situation. The class started by saying a prayer. They paid attention to the teacher. Before the teacher was starting the lesson, he asked the students to be calm. He gave a warning to students who want to go dismiss earlier and they will be got a punishment. The students were ready to study. In a big circle the teaching learning process was started.

To begin with, the teacher greeted them and asked them who was absent. The teacher made a small talk with them, he asked the students about their difficulties that faced in the teaching learning process. Most of the students agreed that the pronunciation was the difficulty that they were faced. The teacher suggested them to open the dictionary when they got the difficulty. The enthusiasm of the students to join with the teaching learning process was high.

The researcher suggested the students to try speak in English. The teacher encouraged them by giving some questions related to the topic.

Peneliti bertanya *"Hey class, do you know hotel?, of course yes, isn't it right?"*. Siswa menjawab *"of course, Sir"*. Peneliti kemudian berkata *"Please tell to your friend, your experience when you went to Hotel"*. Ceritakan pengalaman kalian pada saat pergi ke hotel. Salah satu siswa kemudian menjawab, *"I go to a hotel when we have the holiday to Bali together with our classmate last year. There are so many facilities in the hotel, swimming pool, bar and bedroom"*. Peneliti berkata *"good, very good"* (R asked to the SS *"Hey class, do you know hotel?, of course yes, isn't it right?"* SS answered *"of course, Sir"* R told *"Please tell to your friend, your experience when you went to Hotel."* S answered, *"I have been to a hotel when we were in the holiday to Bali together with our classmate last year. There are so many facilities in the hotel, such as swimming pool, bar and bedroom"*. R

From the field note above, it can be seen that the students tried to speak English. They were enthusiastic to join with the teaching learning process. The teacher gave information about the topic today. That was how to handle guests at the hotel. After that, the teacher gave them some pieces of picture. He asked the students to look at the pictures carefully. While the class was going on, some students broke the silence. The teacher gave them a warning.

In the circle, the teacher played the game. He gave a doll to one of the students, then he played the music. Before the music was played, he allotted some pronunciation cards to the students. The teacher gave the game's rule to the students. The students understood about the rule of the game. The game was played. The student, who held the doll, should pronounce a word in the cards when the music stopped. After two rotations, the teacher stopped the game. He allotted some pieces of pictures and they matched the pictures with the description. Third students who got the quickest will got the reward in the last meeting.

In the practice activity, the teacher gave them a dialogue for each of them. The teacher asked the students to learn the dialogue carefully then he chose randomly to practice the dialogue. After that, the teacher chose a pair of them to

practice the dialogue. The teacher continued the lesson with asking to the students, the expressions that were used to handling guests in the hotel. The students answered the teacher question as the field note below.

Kebanyakan dari siswa menjawab “*“I’d like to book, Sir” “I’d like to reserve” “I want a single bedroom”*”

Most of the students answered the questions. “*I’d like to book, Sir” “I’d like to reserve” “I want a single bedroom”*”

FN 05. 22 MEI 2015

In this meeting, most of students had the high enthusiasm to join the teaching learning process. When the teacher explained about reported speech, all of the students paid attention to his explanation. Most of the students did not understand about the topic. The teacher repeated it three times. At 08.25, the teacher gave announcement about the next meeting to the students. The next meeting was the last meeting and there was a posttest. The teacher gave the handout to the students, and the role play material was on the handout. The researcher closed the meeting by a prayer.

b) Meeting 5

The fifth meeting was held on May 25th, 2015. The researcher still acted as the English teacher, while the observer acted as collaborator because the real English teacher was absent. The classroom interaction and the students’ performance were recorded on photos. The fifth meeting involved the second posttest. The teacher started the teaching learning process by greeting the students and checked the attendance list. After that he told the rules of the posttest.

Before he started the posttest, he asked them to review the lesson in the last meeting. He asked the students about the expressions to handle guests. Most of

the students answered it fluently. The teacher asked each pair of the students to take the performance number. After all of the pairs got their number, the teacher asked them to prepare their performance out of the class. The teacher gave 5 minutes to the first pair to prepare their performance.

While the students performed their role, the teacher and the collaborator assessed them based on the scoring rubric. It was about 1 hour 30 minutes, finally, all of the students finished their job. They sat on their chair and listened to the teacher's feedback. He also told the students that today was the last meeting. He closed the meeting by a prayer.

In conclusion, the teaching learning process in the fifth meeting ran well. They enthusiastically got involved in all of the activities in the fifth meeting. It could be seen in the part of the field note below.

(Siswa melakukan aktifitas role play dengan penuh semangat dan antusias. Mereka juga terlihat lebih percaya diri dalam mempraktekkan perannya.

The students did their role powerfully and enthusiastically. They also spoke confidently.

FN 06. 25 MEI 2015

In Cycle 2, some actions were revised to improve the students' speaking skill and to solve their difficulties. The unsuccessful actions in Cycle 1 were revised to make the action as well as planned. In this cycle, the researcher did not find significant problems. To begin with, the data from field notes and interview transcripts were compared. After that, they shared opinions, evaluations and judgments on the actions given. Then they drew conclusions about the effectiveness of the actions given. The descriptions below describe the effective actions and the ineffective actions implemented in Cycle 2.

Giving game was an effective way to improve their pronunciation. The students were not bored when they joined with the English class. The game played in the fourth meeting give equal opportunities for individual learners to speak-up. When they were sitting in the big circle, each student could take a hand in the activity. The students' focus was on the teaching learning process. They were enjoy and enthusiasm when accepted the material.

There were some proves that the game was effective to teach them. They did not feel boring join the teaching learning process. Moreover, the students' fluency improved because they often practiced the dialogues in the tasks.

Moreover, there were some benefits argued by some students. Role play activities were practiced in pairs. This made the students more confident to speak with their friend. Then, they also lost their fears because they felt enjoy and free to speak-up. It was beneficial for them because they enjoyed joining the role play activities. The Interview transcripts below by some students support the statements.

R: Menurut Adik, kegiatan bermain peran atau role play yang dilakukan kemarin bagaimana?

S: menyenangkan mas menurutku

R: yang bikin menyenangkan apa Dik?

S: kan prakteknya berdua mas, jadi gak takut, lebih PD gitu pas ngomong.

R: terus selain lebih PD apa?

S: ya itu tadi mas, gugup dan takutnya jadi ilang karena ada temennya mas,

R: jadi kesimpulannya kamu menikmati kegiatan role play kemarin ya?

S: kalau saya sih enjoy-enjoy aja tuh mas

R: What do you think about the previous lessons using the role play?

S: In my opinion, the activities were fun enough, Sir.

R: what make the activities fun?

S: It was because we practiced in pairs Sir, so we were not afraid to speak, we were more confident to speak up Sir.

R: and the others?

S: just like what I said before Sir, the fear was disappear, I was not nerveous anymore since I practiced with my friend.

R: So, the conclusion, you enjoyed the teaching and learning process using the role play?

S: for me myself, I enjoyed the activities Sir.

Interview Transcript 9

In the Cycle 2, the researcher also delivered some guided exercises to the students to make them more understand about the situation to be played with their friends. In the previous cycle, the students listened the researcher's explanation. Nevertheless, in Cycle 2 the researcher provided various kinds of exercises, one of them was the pronunciation game. It helped the students feel enjoyed

The role play activities in Cycle 2 were so much fun. In this cycle, the students were asked not only practicing at the travel agency, but also practicing at the hotel. The topics were related to their needs. It played roles as in a real job situation by bringing the real thing in to the class such as brochures, laptop and ticket.

4) Summary of Cycle 2

Based on the explanation above, those were some successful actions faced during Cycle 2. At last, the researcher did not find any difficulties in implementing role play activity in Cycle 2. Generally, the researcher could deliver the materials while the students could follow the practices of role play easily and felt enjoy in the teaching learning process. The results indicated that the students' speaking skills improved than before. Therefore, the researcher, the collaborator and the observer decided not to continue the cycle, as the improvements were

considered to be sufficient. There were improvements in the Cycle 2, it indicated that the action were succeeded.

3. The Result of the Pretest, Progress Test and Posttest

The researcher conducted pretest and posttest to get a broader picture of the students' speaking skill. The pretest was given at the beginning of the research. The students were asked to make role play in front of the class in group of three. The topic of the role play was "In the Borobudur Temple", "In the Bringhamjo Market", "In the Public Place" (The detailed of the pretest tasks in the handouts, Appendix G). Their performances were scored into four categories including fluency, pronunciation, vocabulary and accuracy. Each of the categories was timed 5. The detailed scoring rubric of the assessment can be seen on the Appendix H. Having collecting data of the pretest, the scores were processed with the Microsoft Excel Program. It was done to see the mean score of the pretest. The table below shows the mean score of the pretest.

Table 5: The Mean Score of the Pretest

Aspects	Fluency	Pronunciation	Vocabulary	Accuracy
Mean Score	12.5	11.8333	12	13.5
Total Mean Score = 49.833				

The table above shows that the mean score of aspect fluency in the first cycle was 12.5. Then the mean score of pronunciation aspect in the first cycle was 11.833 and 12 for the vocabulary aspect. The mean score of the accuracy aspect was 13.5.

Then, the students were given a test at the third meeting or the last of the Cycle 1. Their performances of having role play were used as the progress test. Both the researcher and the collaborator gave scores for their performances. The mean score of the students' fluency aspect was 14, the pronunciation aspect was 13.833, the mean score of the vocabulary aspect was 13.666 and the accuracy aspect was 14.666 for The result of the progress test is presented in the table below.

Table 6: The Mean Score of the Progress test

Aspects	Fluency	Pronunciation	Vocabulary	Accuracy
Mean Score	14	13.833	13.666	14.666
Total Mean Score = 56.166				

In addition, the students were given Posttest. It was given at the end of the Cycle 2. They were asked to make role play of a receptionist and a tourist. The performances during the role play were scored by the researcher and the collaborator.

Table 1: The Mean Score of the Posttest

Aspects	Fluency	Pronunciation	Vocabulary	Accuracy
Mean	15.833	18.5	14.666	15.833
Total Mean Score = 64.833				

The mean scores of fluency in the progress test and the posttest were higher than the students' mean score in the pretest. There was improvement from 12.5 to 14 and 15.833. After that, the mean score of pronunciation in the progress test and the posttest were higher than the pretest students' mean score. There was

improvement from 11.833 to 13.833 and 18.5. Then for the vocabulary aspect, there was improvement from 12 for the students' mean score pretest then improved to 13.666 for the progress test and 14.666 for the posttest. There were also the improvements in the accuracy aspect, that the students' mean score for pretest from 13.5 to 14.666 for progress test and 15.833 for posttest. The chart below presents the comparison of the mean scores of the pretest, progress test and posttest.

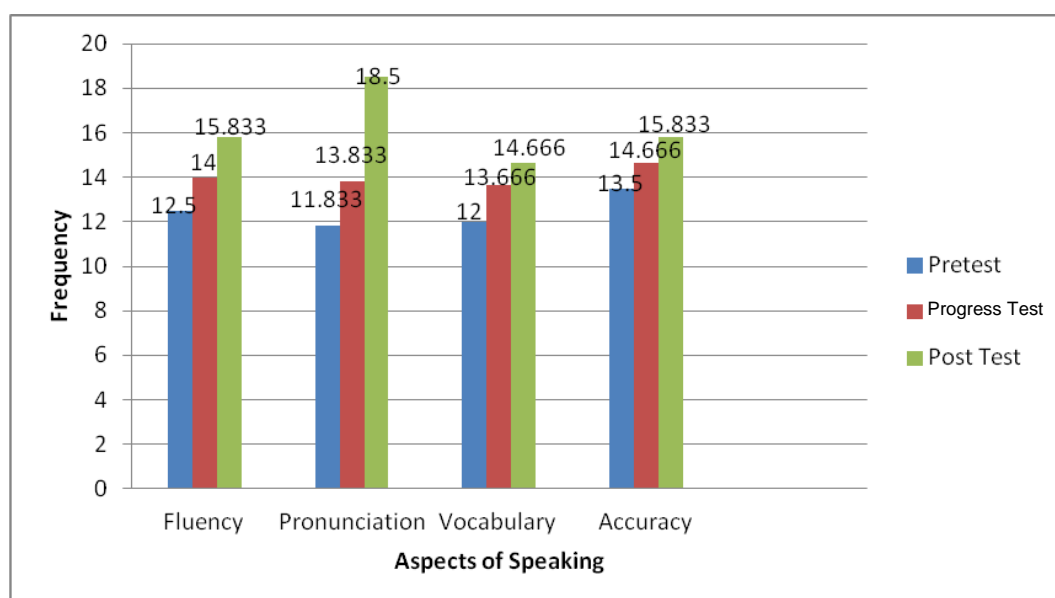


Figure 2: The comparison of the mean score of each aspect among the tests
To synthesize, the mean scores of the students' speaking skill among the tests are shown in table 8.

Table 8. The Comparison of the Students' Mean Scores in the Pretest, Progress test, and Posttest.

	Pretest	Progress Test	Posttest
Mean Score	49.833	56.166	64.833

Based on table 8, in relation to the students' speaking score, the total mean score improved from 49.833 (pretest), 56.166 (progress test) to 64.833 (posttest). The comparison of the students' speaking mean scores is presented in the following chart.

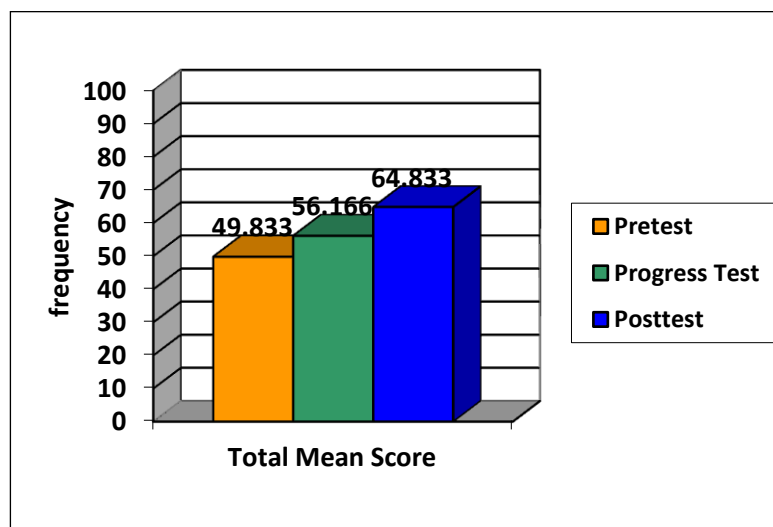


Figure 3: The comparison of the mean scores of the students' speaking skill

B. General Findings and Discussions

The sub-chapter presents the general finding of the actions applied in Cycle 1 and Cycle 2 in the research. In connection with the aim of the research that improves speaking skill of students Grade XI of Travel Tourism Program of SMK N 6 Yogyakarta through role play, the actions applied were done to attain the goal.

In Cycle 1, the implementation of role play was successful to improve their speaking skill because role play provided lots of opportunities to practice their speaking skill. The opportunities enabled them to make the related expressions to

their job in the future. They said that the role play activities encouraged them to learn many things such as fluency, vocabulary, pronunciation and accuracy. First of all, they learnt dialogues related to their job. Then, they practiced pronouncing the dialogues. In addition, role play boosted the students' self-confidence.

However, problems reed to the students' motivation in the teaching learning process still existed. The researcher found that they lacked motivation. Some of them did not pay attention to and participate in the teaching learning process. They also asked the researcher to dismiss earlier. The result of students' improvement in the four indicators had still questionable too.

To solve the problems mentioned above, the researcher implemented actions in Cycle 2. In the second cycle, the teacher gave them a warning when they asked to go home earlier. After that, the researcher also gave them a game. The game was about pronunciation game. All of the students sat on the floor in the big circle. The table below shows the result of the actions applied in Cycle 1 and Cycle 2.

Table 9: The Result of Actions Applied in Cycle 1 and Cycle 2

No	The students' speaking condition before the action of Cycle 1	The students' speaking conditions after the action of Cycle 1	The students' speaking conditions after the action of Cycle 2
1	The students were shy and passive to speak English and had low fluency.	The students' self-confidence was better; they were more active and more fluent.	Most of the students spoke confidently fluently.

2	The students had difficulties in pronunciation and had low accuracy.	There pronunciation mistakes decreased. They more accurately pronounce the words.	Their pronunciation was better. Their accuracy increased.
3	The students had limited vocabulary mastery	The vocabulary mastery was richer.	The vocabulary mastery was much richer.
4	The students had less opportunity in practicing speaking as they got less chance to practice speaking in the class.	There were many opportunities for them to speak-up.	There were many varieties of opportunities for them to speak-up.
5	The students were bored, had low motivation and not interested with the English material.	They looked enthusiastic on the new topic only and they still asked the teacher to go home earlier.	They enthusiastically got involved in the teaching learning process.
6	The activities were monotonous.	The activities were more varied.	The activities were more varied and interesting.
7	The mean score of the students' speaking skill was 49.833	The mean score of the students' speaking skill was 56.166	The mean score of the students' speaking skill was 64.833

In line with the table above, there were improvements on the students' motivation at the end of Cycle 2. They were motivated to improve their performance on the role play. They have made some efforts so that they could perform role play successfully. One of the efforts was rehearsing their dialogues many times before they actually carried out it in front of the class. Their fluency was better than that before the implementation of role play technique. They were more active during the teaching learning process because they were given varied activities in one meeting.

In reference to the table, it could be seen that their speaking skills improved and their vocabulary mastery was better. They learnt many new words and

expressions in the dialogues which were useful for their future needs. The students' pronunciations were better than theirs in the first cycle. They knew the right pronunciation so that they spoke more accurately than before. They were more enthusiastically when joining the second cycle. In the table above, also shows that there was a statistical difference among the pretest, progress test and posttest. The mean score of posttest was 64.833 and the progress test was 56.166, and then the mean score of pretest was 49.833. In this case, there were improvements in the speaking skill in both of the cycle.

In connection with the qualitative analysis and the quantitative analysis, the students' speaking skill improved. Therefore, it can be concluded that the role play effectively improved the students' speaking skill.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. CONCLUSION

The action research was implemented for the eleventh grade students of SMK N 6 Yogyakarta. The research was begun in May 2015 in the second semester in the academic year of 2014 - 2015. The aim of this research was improving the students' English speaking skill through role play. The XI Travel Tourism Program was chosen to be the object of the research. The actions were carried out in two cycles.

In Cycle 1, there were successful and some unsuccessful actions. Therefore, to overcome the unsuccessful actions, there were some additional and revised actions in Cycle 2, such as conducting a game for the pronunciation game, sitting on the floor in the big circle and gave the materials in pieces of paper.

The result of the study showed that there were some improvements of the students' speaking ability. First of all, the implementation of role-play created the enjoyable learning atmosphere that improved the students' motivation to practice speaking. This referred to the fact that they enthusiastically got involved in the role-play activity. While having role-play activity, it could be seen that they were enjoyed acting the roles based on the given situation.

Role-play also could improve the students' self-confidence. There were gradual improvements on their level of confidence. In the first cycle, only a few students confidently perform their role-play. Surprisingly in the second cycle,

most of them confidently acted their roles. It showed that role-play could minimize the students' self-esteem.

Moreover, there was a statistical evidence proved that the students' speaking ability improved. It could be seen from the mean scores of students' speaking skill that increased from the pre-test to post-test 1 or post-test 2. The mean score of the students' speaking skill was 5.970 in the post-test 1 was increased to 6.941 in the post-test 1. Then in the post-test 2, the mean score of the students' speaking skill was 7.691. These increasing mean scores indicate that role play was a useful activity to improve students' speaking skill.

From the result gained as stated above, it can be concluded that the implementation of role-play in the teaching learning process of speaking was believed to improve the students' speaking ability

There were changes in the aspects of fluency, pronunciation, vocabulary, and accuracy. The researcher and the collaborator also felt some changes of the teaching learning process, the teacher herself, and also the students as they are presented below.

1. The Changes in English Teaching and Learning Process

Before the implementation of the actions, the situation of the English class was monotonous. The activity made the students felt bored. They were little opportunity activity to make them speak-up. Thus, having the actions, the English teaching and learning was focused to improve students' communication skills. The activities included students' practices and sometimes made the students more active in using the target language for communication. What the students learned

were not only grammar rules, but also expressions or language use and vocabularies needed in the communication. The English class activity was interesting and enjoyable after implementing the actions. There were many various activities that made the teaching learning process was not boring anymore. The communicative activity was effectively used in every activity.

2. The Changes of the Students

Prior to the actions, the students used to be silent and passive while the teacher explained the rules in front of the class. Moreover, the students had also less confidence to speak in English. As the class activities were monotonous, the students got bored easily so that they used to sleep, did the irrelevant jobs and also they wanted to dismiss earlier. By implementing the role play, most of the students spoke confidently and their pronunciation was better. They were also mastering the tourism vocabulary much from the dialogues. They were very enthusiastic to do the activities and had a high participation in every activity.

Some aspects were used as indicators namely fluency, pronunciation, vocabulary and accuracy. Based on the result of the tests, the students' speaking skill had significantly improved from the pre-test to the both of post-tests. It could be seen from the mean scores of students' speaking skill that increased from the pre-test to post-test 1 or post-test 2. The mean score of the students' speaking skill was 5.970 in the pre-test 1 was increased to 6.941 in the post-test 1. Then in the post-test 2, the mean score of the students' speaking skill was 7.691. These increasing mean scores indicate that role play was a useful activity to improve students' speaking skill.

3. The Changes of the Teacher

In this study, the English teacher acted as a collaborator, accompanied by the observer. In relation to the English teaching, some efforts had improved her knowledge and experience about applying role play in the English teaching and learning process. The teacher showed his great appreciation on the efforts to improve the students' speaking skills. Although, he was seldom joined the teaching learning activity. He would show the other English teacher that teaching English could be done in more fun and enjoyable ways without neglecting the materials. The most important thing was that he realized and knew that the students were eager to learn and speak English well.

B. IMPLICATIONS

In the conclusion, it was found that the implementation of role play activity could improve the students' speaking skill. Moreover, the students were interested and actively involved in the teaching and learning process. It means that the teacher could apply role play as one of speaking activities since role play provides some benefits. First, by implementing role play as a speaking activity, the students speaking skill was improved. It was indicated from students' improvements on some aspects, namely fluency, pronunciation, vocabulary and accuracy. Second, the use of role play could improve students' involvement and motivation in teaching learning of speaking. Therefore, the students became active in the teaching learning activities.

These imply that the uses of role play could improve the students' speaking skill through its enjoyable, motivating and interesting speaking activity.

Therefore, the English teacher is encouraged to apply it in the process of teaching speaking.

C. SUGGESTION

The researcher offers several suggestions for the students, English teachers and other researchers after conducting this research. The recommendations are presented below.

1. To English teachers

With regard to the effectiveness of the implementation of role play activity in teaching speaking which can improve the students' speaking skill, it is suggested that the English teachers can apply role play activity. As role play needs a lot of preparation, the English teachers are suggested to be creative to enrich the materials and to find interesting situation of role play to attract the students' interest and involvement in the teaching and learning process of speaking.

2. To the Students

The implementations of role play as a speaking activity are useful and important to improve the students' speaking skill. And also, the students become more active to speak English. This suggests students implement role play activity in their learning process.

3. To other Researchers

The researcher realizes that this research gives an emphasis on the use of role play activity to improve the students' speaking skill. The findings of the research may be used as references for other researchers who want to conduct similar research.

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APPENDICES

APPENDIX A: FIELD NOTES

No. : FN 01
Hari, tanggal : 18 April 2015
Jam : (09.15-10.45)
Tempat : Ruang Kelas
Kegiatan : Observasi Identifikasi Masalah
Responden : Peneliti
Guru (Kolaborator I)
Siswa

Peneliti tiba di sekolah pada pukul 08.00 WIB. Peneliti kemudian menemui guru Bahasa Inggris dan pada jam ke tiga bersama-sama masuk kelas usaha perjalanan pariwisata. Guru memperkenalkan peneliti kepada siswa lalu peneliti duduk di sisi balakang kelas untuk melakukan observasi selama proses pembelajaran berlangsung. Pembelajaran dimulai dengan salam, mengecek daftar kehadiran siswa dan dilanjutkan dengan materi sebelumnya, yaitu penggunaan v-ing. Selama proses pembelajaran, peneliti mencatat semua masalah yang mengambat proses belajar dan mengajar. Selama proses pembelajaran berlangsung, siswa cenderung diam dan guru selalu menjelaskan. Siswa terlihat kurang semangat dalam mengikuti pelajaran kecuali jika guru memberikan lelucon. Dalam hal ini, peran siswa kurang aktif dan peran guru sangat dominan sehingga siswa kurang mempunyai kesempatan untuk mengekspresikan ide dan gagasan dalam Bahasa Inggris. Sehingga siswa sangat jarang sekali menggunakan dan mempraktekannya. Dalam menyampaikan materi, guru juga tidak menggunakan media pembelajaran seperti video atau handout yang bisa membantu siswa dalam belajar. Dalam hal ini, siswa selalu diminta untuk mencatat semua materi yang disampaikan oleh guru. Selama pembelajaran speaking, siswa sangat kurang percaya diri dalam mengucapkan kata-kata atau kalimat dalam Bahasa Inggris. Mereka terlihat malu terlebih ketika diharuskan untuk mempraktekkannya didepan kelas. Dalam pengajaran speaking, guru juga jarang meminta siswa untuk melakukan role play atau bermain peran, berdiskusi, wawancara, dan mengerjakan tugas yang interaktif.

No. : FN 02
Hari, tanggal : Senin, 11 Mei 2015
Jam : (13.30- 15.00)
Tempat : Ruang Kelas
Kegiatan : Pelaksanaa Cycle I (Pertemuan I)
Responden : Peneliti
Guru Bahasa Inggris (Kolaborator I)
Pengamat
Siswa

Peneliti memasuki ruang kelas bersama dengan kolaborator I dan pengamat. Kolaborator I menjelaskan kepada siswa bahwa untuk beberapa hari kedepan pelajaran Bahasa Inggris akan diajarkan oleh peneliti. Kolaborator mempersilahkan peneliti kemudian peneliti memperkenalkan diri kepada siswa dan mengecek kehadiran siswa. Peneliti meminta siswa agar membawa kamus pada saat pelajaran Bahasa Inggris atau meminjamnya dari perpustakaan. Pada waktu itu terdapat empat siswa yang tidak hadir. Dua diantaranya tidak hadir karena ada acara latihan menghadapi lomba debat. Sedangkan satu siswa sedang sakit dan siswa yang satu tidak ada keterangan. Setelah mengecek kehadiran siswa, peneliti menjelaskan sekilas tentang tujuan pembelajaran di kelas.

Pada kegiatan yang pertama, peneliti membagi handout untuk siswa yang dibantu oleh pengamat. Setelah semua siswa mendapat handout, untuk membangun motivasi siswa dalam mengikuti proses pembelajaran, peneliti sebagai guru menempelkan sebuah gambar yang besar di papan tulis tentang sebuah aktivitas di agen travel. Peneliti lalu menanyakan beberapa pertanyaan terkait dengan gambar tersebut. Siswa menjawab pertanyaan secara lisan menggunakan Bahasa Indonesia.

Kemudian peneliti meminta siswa untuk membuka halaman pertama pada handout dan meminta mereka untuk melihat dan mengamati gambar yang ada dengan seksama. Setelah itu, peneliti memutarakan rekaman tentang percakapan terkait dengan gambar tersebut. Ketika siswa sedang mendengarkan rekaman,

mereka juga sambil membaca transkrip dari percakapan tersebut. Setelah siswa memahami isi dari percakapan tersebut, mereka diminta untuk menjawab beberapa pertanyaan secara lisan. Setelah semua pertanyaan dijawab dan didiskusikan, peneliti meminta siswa untuk membaca percakapan selanjutnya di handout. Kemudian, mereka diminta untuk mempraktekan percakapan tersebut secara berpasangan.

Setelah 8-10 menit, siswa selesai membaca percakapan. Peneliti kemudian meminta siswa untuk mempraktekan percakapan di depan kelas. Beberapa siswa di bagian belakang tampak ribut. Pasangan yang pertama mempraktekan percakapan di depan kelas, Setelah itu, peneliti meminta satu pasang siswa dari bagian belakang untuk maju ke depan kelas untuk mempraktekan percakapan, akan tetapi mereka menolaknya. Peneliti memberikan kesempatan kepada mereka untuk mempraktekan percakapan di tempat duduk mereka.

Setelah beberapa waktu, peneliti meminta siswa untuk mencari beberapa kata-kata sukar dan simbol penulisan fonetiknya. Karena kebanyakan siswa tidak membawa kamus, peneliti membantu mereka untuk menulis simbol penulisan fonetik di papan tulis dan melafalkannya bersama-sama. Dalam kegiatan ini, situasi tidak terkontrol dengan baik. Peneliti meminta siswa untuk tenang dan memperhatikan pelajaran tetapi beberapa dari siswa meminta untuk pulang karena waktu yang sudah selesai. Peneliti tidak memperdulikannya dan tetap melanjutkan pelajaran. Peneliti memberikan beberapa contoh tentang bagaimana melafalkan waktu dan harga. Situasi kemudian menjadi lebih tidak terkontrol. Beberapa siswa menjawab dengan antusias, tetapi banyak siswa yang tidak menjawabnya dengan antusias. Pada pukul 14.45, siswa tidak dapat dikontrol dengan baik. Akhirnya peneliti mengakhiri pembelajaran dengan meminta ketua kelas untuk memimpin doa.

No. : FN 03
Hari, tanggal : Jumat, 15 Mei 2015
Jam : (07.00-8.30)
Tempat : Ruang Kelas
Kegiatan : Pelaksanaan Cycle I (Pertemuan 2)
Responden : Peneliti
Pengamat (Kolaborator II)
Siswa

Peneliti sebagai guru dan pengamat sebagai kolaborator memasuki ruang kelas pada pukul 10.15. Pada pertemuan kali ini guru bahasa Inggris tidak dapat ikut dalam proses pembelajaran dikarenakan oleh suatu hal. Oleh karena itu, pengamat bertugas sebagai kolaborator dalam penelitian. Pada saat memasuki kelas, banyak siswa masih berada di luar kelas. Setelah meminta mereka untuk segera masuk, proses pembelajaran kemudian dimulai. Materi yang disampaikan dalam pertemuan kali ini hampir sama dengan pertemuan sebelumnya hanya saja ada beberapa materi tambahan terkait dengan ungkapan meminta dan member informasi.

Proses pembelajaran dimulai dengan menyapa siswa dan mengecek kehadiran siswa. Sebelum memulai pelajaran, peneliti menanyakan apakah mereka sudah belajar tadi malam atau tidak. Setelah itu, peneliti melanjutkan dengan meninjau kembali materi pembelajaran yang telah disampaikan sebelumnya tentang ungkapan meminta dan memberi informasi berkaitan dengan kepariwisataan. Peneliti meminta siswa untuk memperhatikan ungkapan tentang meminta dan memberi informasi dalam dialog yang telah disediakan. Peneliti meminta siswa untuk mendiskusikan ungkapan yang ada dengan teman sebangkunya.

Setelah itu, peneliti bertanya masing-masing siswa tentang ungkapan meminta dan memberi informasi tentang kepariwisataan. Beberapa siswa dibelakang tampak ribut sendiri. Peneliti menyanyai mereka tentang topik yang sedang mereka bicarakan dan salah satu dari mereka mempermasalahkan suara dari stadion Mandala Krida. Peneliti kemudian meminta mereka untuk lebih fokus terhadap pelajaran. Peneliti dibantu dengan pengamat sebagai kolaborator

mengontrol kelas agar lebih kondusif. peneliti kemudian meminta siswa untuk melafalkan ungkapan. Siswa terlihat tampak antusias dalam melafalkan ungkapan tentang meminta dan member informasi.

Peneliti kemudian memberikan penjelasan tentang *yes-no questions* dan *WH questions* dan *questions with modals*. Secara keseluruhan, siswa sudah mengerti akan materi yang telah disampaikan. Hal ini dibuktikan pada saat siswa member koreksi saat peneliti melakukan kesalahan.

Peneliti lalu menarik perhatian siswa dengan memberikan materi tentang intonasi dan penekanan. Kebanyakan dari mereka tidak mengetahui tentang hal tersebut. mereka sangat tertarik akan hal yang baru. Setiap bagian dari penjelasan terlihat sangat menarik bagi siswa. Setelah itu, peneliti meminta siswa untuk melengkapi percakapan. setelah 8 menit, peneliti meminta beberapa dari siswa untuk membacakan hasil dari pekerjaan mereka. Pada awalnya peneliti kesulitan untuk meminta siswa menjadi sukarelawan dalam membaca percakapan yang telah dilengkapi. Pada akhirnya, peneliti berhasil meminta siswa yang berada di bangku bagian belakang untuk membacakan hasil pekerjaanya.

Pada langkah produksi, peneliti membagikan kartu role play kepada setiap pasangan dari siswa. peneliti meminta setiap pasangan untuk membuat percakapan berdasarkan situasi pada kartu role play yang ada. Setelah siswa selesai membuat percakapan, peneliti kemudian memilih tiga pasangan untuk mempraktekan percakapannya didepan kelas. Dengan menggunakan kartu acak, peneliti memanggil pasangan yang akan maju di depan kelas. Dua dari tiga pasangan menemukan kesulitan dalam melafalkan beberapa kata. Pada saat mereka melafalkan kata "who" mereka melafalkannya "/whu:/" yang mana seharusnya dilafalkan "/hu/".

Selanjutnya, peneliti menanyakan kesan dan kesulitan siswa dalam melakukan role play. Kebanyakan dari siswa menikmati ketika peran mereka dimainkan. Peneliti juga memberikan pengumuman bahwa pertemuan selanjutnya akan diadakan post-test. Dalam hal ini peneliti meminta siswa agar mempersiapkan diri dalam post-test pada pertemuan selanjutnya. Setelah jam pelajaran selesai, peneliti menutup pembelajaran dengan memimpin doa.

No. : FN 04
Hari, tanggal : Senin, 18 Mei 2015
Jam : (13.30- 15.00)
Tempat : Ruang Kelas
Kegiatan : Pelaksanaan Progress Test
Responden : Peneliti
Pengamat (Kolaborator I)
Siswa

Setelah bel berbunyi, peneliti sebagai guru Bahasa Inggris dan pengamat sebagai kolaborator serta siswa memasuki ruang kelas. Peneliti menyapa siswa dan mengecek kehadiran siswa. Sebelum memulai kegiatan pembelajaran, peneliti menanyakan apakah siswa sudah belajar tadi malam atau belum. Peneliti juga mengecek pemahaman siswa tentang materi sebelumnya. Setelah itu peneliti memulai menjelaskan topik yang akan dipelajari. Pada pertemuan kali ini, peneliti mengadakan post-test untuk mengetahui kemajuan siswa selama tindakan. Peneliti mempersiapkan ruang kelas seperti ruangan dalam agen perjalanan.

Sebelum progress test dimulai, peneliti menjelaskan tentang bagaimana cara menelepon. Peneliti memberikan handout kepada siswa. Peneliti kemudian meminta siswa untuk membaca semua bagian dari handout dan kemudian menjelaskan kepada siswa tentang ungkapan untuk menelepon. Semua siswa paham tentang apa yang telah dijelaskan. Kemudian peneliti menjelaskan tentang progress test. Peneliti meminta siswa untuk mencari pasangan untuk bermain peran. Setelah semua siswa mendapatkan pasangan, peneliti membagikan kartu role play untuk setiap pasangan. Peneliti juga membagikan kartu acak untuk memutuskan pasangan mana yang akan tampil terlebih dahulu.

Peneliti meminta siswa untuk mempersiapkan percakapan diluar kelas.. Setelah 10 menit, peneliti memanggil pasangan pertama untuk menampilkan percakapan berdasarkan kartu role play. Siswa mempraktekan percakapan di meja yang sudah disiapkan oleh peneliti sebelumnya. Kabanyakan dari siswa tenang dalam mempraktekan percakapan yang telah dibuat. Sementara siswa mempraktekan percakapan mereka, peneliti dan pengamat sebagai kolaborator

menilai dalam aspek *pronunciation*, *vocabulary*, *fluency*, dan *accuracy*. Aspek yang dinilai dalam progress test sama dengan aspek yang dinilai dalam pre-test. Setelah semua siswa memainkan perannya, peneliti menanyakan kesan siswa selama melakukan role play. Kebanyakan dari siswa menyatakan senang dalam bermain peran tetapi ada beberapa siswa yang masih ragu akan pengucapan kata dan kalimat yang mereka buat. Mereka menyadari bahwa penguasaan kosa kata dan pelafalan kata masih kurang. Akan tetapi, mereka menyatakan bahwa rasa percaya diri mereka meningkat pada saat mereka bermain peran.

No. : FN 05
Hari, tanggal : Jumat, 22 Mei 2015
Jam : (07.00-8.30)
Tempat : Ruang Kelas
Kegiatan : Pelaksanaa Cycle II (Pertemuan I)
Responden : Peneliti
Guru Bahasa Inggris (Kolaborator I)
Pengamat
Siswa

Peneliti sebagai guru bahasa inggris, guru sebagai kolaborator, dan pengamat memasuki kelas pada pukul 07.00. Kolaborator dan pengamat duduk disisi belakang kelas mengamati situasi dan interaksi selama proses pembelajaran. kelas dimulai dengan berdoa. Sebelum peneliti memulai pembelajaran, peneliti meminta siswa untuk tenang. Peneliti memberikan peringatan bagi siswa yang ingin pulang lebih awal akan mendapatkan hukuman. Setelah semuanya siap, siswa duduk membentuk lingkaran yang besar lalu proses pembelajaran dimulai.

Peneliti memulai proses pembelajaran dengan menyapa siswa lalu mengecek kehadiran siswa. Sebelum masuk kedalam inti pembelajaran, peneliti dan siswa berbincang-bincang mengenai kesulitan-kesulitan yang dihadapi selama proses pembelajaran. Kebanyakan dari siswa menyetujui bahwa cara pelafalan kata merupakan hambatan mereka dalam speaking. Peneliti kemudian menyarankan siswa untuk selalu membuka dan merujuk pada kamus setiap kali mereka mendapatkan kesulitan yang berkaitan dengan pelafalan. Pada pertemuan kali ini, siswa tampak antusias dalam mengikuti proses pembelajaran. Peneliti menyarankan siswa agar berbicara dalam Bahasa Inggris. Untuk memancing mereka, peneliti memeberikan beberapa pertanyaan. Peneliti bertanya “*Hey class, do you know hotel?, of course yes, isn’t it right?*”. Siswa menjawab “*of course, Sir*”. Peneliti kemudian berkata “*Please tell to your friend, your experience when you went to Hotel*”. Ceritakan pengalaman kalian pada saat pergi ke hotel. Salah

satu siswa kemudian menjawab, " *I go to a hotel when we have the holiday to Bali together with our classmate last year. There are so many facilities in the hotel, swimming pool, bar and bedroom*". Peneliti berkata "good, very good"

Peneliti kemudian memberikan topic yang akan didiskusikan pada pertemuan kali ini, yaitu memperlakukan tamu di hotel. Awal mulanya, peneliti memberikan beberapa gambar. Peneliti kemudian meminta siswa untuk melihat gambar dengan seksama. Ketika siswa sedang mengamati gambar, tiba-tiba beberapa siswa ribut dengan sendirinya. Peneliti lalu memperingatkan siswa tersebut.

Didalam lingkaran, peneliti memainkan sebuah permainan. Ia memberikan sebuah boneka kepada salah satu siswa. Kemudian peneliti memainkan sebuah music. Sebelum musik dimainkan, ia membagikan beberapa kartu pelafalan kepada siswa. Setelah itu, peneliti menjelaskan aturan permainan yang akan dimainkan. Setelah siswa mengerti tentang aturan permainannya, permainan dimulai. Siswa yang memegang boneka pada saat musik berhenti harus melafalkan sebuah kata yang ada. setelah dua putaran, peneliti lalu memberhentikan permainan. Ia membagikan beberapa potong gambar dan deskripsinya. Tiga siswa yang bisa menyusunnya paling cepat akan mendapatkan hadiah.

Di dalam kegiatan praktek, peneliti memberikan sebuah percakapan untuk masing-masing pasangan. Peneliti kemudian meminta siswa untuk mempelajari percakapan tersebut karena ia akan memilih siswa secara acak untuk mempraktekkan percakapan. Peneliti lalu memilih satu pasangan untuk mempraktekkan percakapan di depan kelas. setelah itu, peneliti melanjutkan pembelajaran dengan mengecek kembali pemahaman siswa akan ungkapan yang digunakan untuk memperlakukan tamu. Peneliti menanyakan beberapa pertanyaan " *What expressions are usually found in handing guests?* Ungkapan apa saja yang biasanya dipakai? Kebanyakan dari siswa menjawab " "*I'd like to book, Sir*" "*I'd like to reserve*" "*I want a single bedroom*"

Pada pertemuan kali ini siswa tampak antusias dalam mengikuti proses pembelajaran. Ketika siswa dijelaskan tentang reported speech, semua siswa memperhatikan. Hampir seluruh siswa tidak paham akan topic yang dibahas

sehingga peneliti harus mengulang penjelasan sebanyak tiga kali. Pada pukul 8.25, peneliti memberikan pengumuman tentang pertemuan yang akan datang. Pertemuan selanjutnya adalah pertemuan terakhir dan akan ada post test. Peneliti memberikan handout dan materi role play untuk siswa. Peneliti kemudian mengakhiri pelajaran dengan berdoa.

No. : FN 06
Hari, tanggal : Senin, 25 Mei 2015
Jam : (13.30- 15.00)
Tempat : Ruang Kelas
Kegiatan : Pelaksanaa Cycle I (Pertemuan II)
Responden : Peneliti
Pengamat (Kolaborator I)
Siswa

Peneiliti dan kolaborator memasuki kelas pada pukul 13.25. Pada pertemuan kali ini guru Bahasa Inggris tidak dapat hadir dikarenakan oleh suatu hal sehingga pengamat berperan sebagai kolaborator. Peneliti memulai pelajaran dengan menyapa siswa dan mengecek kehadiran siswa. Setelah itu, peenliti menjelaskan tentang post-test. Akan tetapi, sebelum post-test dimulai,peneliti mengulas kembali tentang materi yang sebelumnya dibahas yaitu tentang ungkapan memperlakukan tamu. Sebagian besar dari siswa menjawabnya dengan lancar. Pada post-test yang terkahir, peneliti meminta setiap pasangan untuk mengambil nomor urut untuk tampil. Setelah setiap pasangan mendapat nomor, peneliti meminta mereka untuk mempersiapkan diri diluar kelas. peneliti memberikan waktu lima menit pada pasangan pertama untuk menyiapkan diri.

Sementara siswa memainkan perannya, peneliti dan kolaborator menilai kualitas speaking mereka berdasarkan pada rubric penilaian. Setelah semua siswa melakukan permainan peran, siswa kembali ketempat duduk masing-masing. Pada kesempatan ini, peneliti memberikan timbal balik terkait dengan keseluruhan kegiatan pembelajaran dengan menggunakan role play. Pada post-test yang kedua, siswa melakukan aktifitas role play dengan penuh semangat dan antusias. Mereka juga terlihat lebih percaya diri dalam mempraktekkan perannya. Peneliti juga menyampaikan bahwa hari ini merupakan pertemuan yang terakhir. Setelah waktu sudah hampir selesai, peneliti lalu menutup pelajaran dengan berdoa dan berpamitan.

APPENDIX B: INTERVIEW GUIDELINES

Interview Guideline

A. For the Students (Before Implementation)

1. Menurut Adik apakah Bahasa Inggris itu susah?
2. Apa kesulitan Adik dalam berbicara menggunakan Bahasa Inggris khususnya dalam keterampilan berbicara/speaking?
3. Bagaimana menurut Adik tentang kegiatan pembelajaran speaking selama ini?
4. Bagaimana pendapat Adik tentang Guru dan Media pembelajaran speaking selama ini?

For the Students (After Implementation)

1. Bagaimana menurut Adik tentang kegiatan yang sudah dilakukan?
2. Apakah ada hal yang meningkat atau berubah setelah mengikuti proses pembelajaran selama ini?
3. Apa saja hal yang meningkat?
4. Apa saja kekurangan proses pembelajaran selama ini?
5. Apakah proses pembelajaran dengan menggunakan role play menyenangkan?
6. Berkaitan dengan speaking, hal apa saja yang meningkat setelah mengikuti kegiatan role play/bermain peran?
7. Apakah Adik senang melakukan kegiatan bermain peran/role play?

B. For the Teacher (Before Implementation)

1. Buku apa saja yang dipakai dalam pembelajaran speaking?
2. Kegiatan apa saja yang biasanya dilakukan pada saat pembelajaran speaking?
3. Apa saja media yang biasa digunakan pada saat pembelajaran speaking?
4. Bagaimana keaktifan siswa pada saat pembelajaran speaking?

For the Teacher (After Implementation)

1. Bagaimana pendapat Bp/Ibu tentang proses pembelajaran selama ini?
2. Apakah ada saran tentang proses dan hasil setelah menggunakan teknik bermain peran/role play pada proses pembelajaran?

APPENDIX C: INTERVIEW TRANSCRIPTS

Interview Transcript 1

20 April 2015

R : Researcher

S : Student

R : Selamat pagi

S : Pagi mas

R : Oh iya, begini, Saya mau tanya-tanya sedikit boleh ya? Menurut Adik
susah gak bahasa inggris itu khususnya speaking?

S : Wah kalau itu sudah jelas susah aja pake banget mas.

R : Lalu menurut Adik, apa saja kesulitan dalam belajar bahasa inggris
khususnya speaking?

S : apa ya mas, yang paling susah menurut saya sih mbacanya mas.
Bingung bacanya gimana.

R : oo,, begitu ya, yang lain apa?

S : apa ya, mmm,, terlalu banyak e mas yang dipelajari, jadinya ruwet, trus
mboseni.

R : mmm,, Oh iya, lalu kalau dari segi gurunya, yang membuat bahasa
inggris khususnya speaking itu susah menurut Adik apa?

S : Dari guru? Biasanya tu gurunya jarang mbenerin e mas, jadi gak tau
bener apa salah yang diucap.

R : Kalau dari bukunya? Kan pasti ada cara bacanya tuh?

S : Jarang je mas pake buku ki, Cuma ditulisin guru di depan.

R : Kalau kegiatan tanya jawab didalam kelas itu menurut kamu gimana?
S : Jarang juga e mas, biasanya cuma disuruh buat percakapan gitu doing.
R : Oooh,, begitu, ya sudah Dik. Terima kasih ya.
S : Sama- sama mas

Interview Transcript 2

20 April 2015

R : Researcher
S : Student
R : Halo dik, Saya mau bertanya-tanya sedikit boleh ya? Menurut Adik,
bahasa inggris khususnya spaking itu susah gak?
S : Ya susah lah mas, masak gampang
R : Yang membuat susah apa Dik?
S : ya banyak,
R : Contohnya apa?
S : mmm, anu, gak tau cara bacanya mas
R : Kan biasanya dikasih contoh gurunya kan? Di buku juga ada kan?
S : Jarang banget mas, sering gak dikasih masukan yang bener ki gimana,
trus kalau buku ki juga gak ada k mas.
R : Oooh,, jadi tidak ada buku ya?
S : Iya, biasanya cuma ditulis di papan tulis gitu k mas
R : Mm,, begitu to, ya sudah, terima kasih ya waktunya

S : oke mas

Interview Transcript 3

20 April 2015

R : Researcher

T : Teacher

R : Selamat siang Bu, begini, saya bermaksud untuk menanyakan beberapa pertanyaan terkait dengan pembelajaran Bahasa Inggris khususnya pada speaking Bu.

T : Iya mas, silahkan

R : Dalam pembelajaran speaking biasanya memakai buku apa ya bu?

T : Karena ini kan SMK mas, jadi saya tidak menggunakan buku paket.
Saya biasanya hanya memberikan materi yang saya ambil dari berbagai sumber.

R : ooh,, begitu ya bu. Agak susah ya bu kalau tidak ada buku acuan?

T : Ya begitu lah mas

R : Lalu untuk pembelajarannya sendiri kegiatannya apa saja Bu biasanya?

T : Biasanya ya hanya menerangkan lalu siswa mencatat mas, karena tidak ada buku ya mereka harus mencatat.

R : Kalau untuk praktek speakingnya Bu?

T : biasanya ya hanya membaca dialog saja mas

- R : Kalau siswanya bisa dikatakan aktif dan interatif tidak Bu di dalam kelas?
- T : Kurang mas, kebanyakan dari anak-anak itu lebih memilih anteng di dalam kelas
- R : begitu ya Bu, kalau mengenai media pembelajaran? Selama ini Ibu menggunakan media apa saja Bu?
- T : kalau media ya hanya tulisan mas, sama dialog itu, kalau speaking saya juga tidak pakai audio mas karena tidak ada, jadi biasanya ya cuma saya bacakan saja.
- R : mm,, baik Bu, spertinya itu dulu saja Bu yang saya tanyakan sementara ini, nati kalau misalkan ada yang ingin saya tanyakan, kalau Ibu berkenan saya minta ijin waktunya ya Bu.
- R : iya mas tidak apa-apa.

Interview transcript 4

11 Mei 2015

- R : Researcher
- S : Students
- R : halo Dik, kemarin gimana pelajaran Bahasa Inggrisnya?
- S : ya biasa aja sih mas
- R : kalau bermain perannya gimana?

S : ya lumayan seru mas, jadi agak PD aja ngomongnya.

R : Wahh, begitu ya, kalau kekurangan kegiatannya apa Dik?

S : apa ya, oh iya, rekamannya kurang jelas mas.

R : Jadi tadi kurang jelas ya?

S : Iya, kalau dari tempat duduk saya yang paling belakang sih kurang jelas mas, mungkin kalau dari depan jelas.

R : Baiklah kalau begitu Dik, terima kasih ya waktunya.

S : Oke siap mas

Interview Transcript 5

19 Mei 2015

R : Reseacher

S : Student

R : menurut Adik, selama proses pembelajaran 3 pertemuan ini gimana?

S : menurut saya jangan sama terus materinya ya mas, monoton kalau sama, jadi bikin gak semangat.

R : oohh,, begitu ya

S : Iya

R : tetapi setelah kegiatan kemarin ada hal yang meningkat tidak terkait dengan speaking?

S : apa ya mas, mm lumayan meingkat sih mas penguasaan kosa katanya

R : jadi lebih mendingan ya daripada sebelumnya?

S : Iya mas

Interview Transcript 6

19 Mei 2015

R : Reseacher

S : Student

R : Hao Dik selamat siang, mau tanya sebentar boleh?

S : iya mas

R : menurut kamu, kekurangan dari kegiatan pembelajaran 3 pertemuan ini gimana?

S : apa ya mas, kadang kurang jelas e mas suara rekamannya, jadi kurang bisa ngerti orangnya bilang apa

R : oohh,, begitu, jadi gak begitu jelas ya

S : iya, bagi saya yang duduknya dibelakang kurang begitu jelas e mas

R : ya sudah kalau begitu, nti biar dijadikan koreksi, makasih ya Dik.

Interview Transcript 7

19 Mei 2015

R : Reseacher

S1 : Student 1

S2 : Student 2

R : Menurut Adik, bagaimana pembelajaran selama 3 pertemuan

sebelumnya?

S1 : menarik kok mas

S2 : iya mas menarik

R : berarti menyenangkan ya?

S2 : menurut saya menyenangkan karen tidak bikin bosan

R : kalau kamu gimana?

S1 : sama mas, tidak bikin bosan dan ngantuk

R : yang tidak bikin bosan apanya Dik?

S1 : yaa,, kan tidak hanya nyatet aja mas,

S2 : kan bermain peran juga mas kemarin, jadi tidak membosankan

Interview Transcript 8

19 Mei 2015

R : Reseacher

S1 : Student 1

S2 : Student 2

R : Selamat siang Dik, bagaimana menurut kalian kegiatan pembelajaran

selama tiga pertemuan kemarin?

S1 : seru k mas

S2 : iya mas lumayan gak ngebosenin

R : yang bikin gak bosen apanya?

S2 : bermain perannya mas, soalnya biasanya cuma disuruh buat doang.

R : Ada yang berubah tidak terkait dengan diri kalian sendiri?kalau kamu?

- S3 : apa ya mas, kayaknya jadi lebih PD aja mas kalo pake peran, soalnya di pikiran udah jelas yang mau diomongin apa.
- R : terus kalau kamu apa keuntungan dari speaking pake peran?
- S : Gak malu mas kalo majunya ada temennya, jadinya ya lebih berani aja daripada bikin sendiri maju sendiri.

Interview Transcript 9

22 Mei 2015

- R : Reseacher
- S : Student
- R : Menurut Adik, kegiatan bermain peran atau role play yang dilakukan kemarin bagaimana?
- S : menyenangkan mas menurutku
- R : yang bikin menyenangkan apa Dik?
- S : kan prakteknya berdua mas, jadi gak takut, lebih PD gitu pas ngomong.
- R : terus selain lebih PD apa?
- S : ya itu tadi mas, gugup dan takutnya jadi ilang karena ada temennya mas,
- R : jadi kesimpulannya kamu menikmati kegiatan role play kemarin ya?
- S : kalau saya sih enjoy-enjoy aja tuh mas
- R : Oke deh, makasih ya

S : sama-sama mas

Interview Transcript 10

22 Mei 2015

R : Reseacher

S : Student

R : Siang Dik? Maaf mau bertanya-tanya sedikit ini. Menurut kalian kegiatan pembelajaran sama saya selama ini gimana?

S : Bagus kok mas

R : Bagusnya apa saja misalnya?

S : apa ya, ya aktvitasnya jadi lebih beragam mas

R : misalnya apa saja kemarin?

S : yak an ada game, ada yang main peran itu, apa namanya?

R : Role play ya?

S : nah itu mas role play

R : kalau berkaitan dengan kemampuan speaking, kosa kata misalnya, merasa meningkat gak setelah mengikuti kegiatan kemarin?

S : ya lumayan meningkat sih mas

R : Kenapa kok bisa meningkat? Kira-kira apa?

S : yak arena ada temannya juga, karena yang latihan-latihan di kegiatan kemarin mas.

R : Kalau cara bacanya gimana?

S : iya itu juga mas, banyak yang dipelajari cara bacanya

R : Seru dan bermanfaat gak kegiatan secara keseluruhan?

S : seru k mas, ada manfaatnya juga

R : Oke deh, yauda kaloau begitu, makasih ya jawaban dan waktunya

S : Oke mas

Interview Transcript 11

22 Mei 2015

R : Reseacher

S1 : Student 1

S2 : Student 2

S3 : Student 3

R : Permissi Dik, mau tanya-tanya sebentar ya

S1 : iya mas gimana?

R : Begini, kan kemarin sudah beberapa pertemuan diajar sama saya, kira-kira menurut kalian gimana kegitanya?

S2 : kalau saya sudah bagus kok mas

R : Kalau kamu Dik?

S2 : iya mas sudah bagus

S3 : iya bagus k mas

R : Kira-kira penggunaan role play kemarin gimana? Membantu dalam meningkatkan kemampuan speaking gak?

S1 : ya membantu mas

R : Manfaat apa saja kira-kira yang bisa diambil?

S3 : jadi lebih PD aja mis praktek dialognya

S2 : kalau aku juga jadi lebih berani mas ngomongnya

R : terus yang lain apa Dik?

S1 : Jadi sering ngomong bahasa inggris juga kan ya?

S3 : Iya, jadi sering ngomong bahasa inggris, padahal sebelum jarang ya

R : jadi lebih banyak punya kesempatan buat ngomong dalam Bahasa Inggris ya?

S3 : iya mas

R : kalau kamu gimana Dik? Sama juga gak?

S2 : sama sih mas

R : seneng gak kira-kira dengan proses pembelajarannya?

Ss : iya mas, seneng

Interview Transcript 12

20 Mei 2015 guru

R : Researcher

T : Teacher

R : Maaf Bu, saya mau bertanya-bertanya sebentar. Kalau menurut Ibu bagaiman ya Bu proses pembelajaran selama ini?

T : Saya rasa sudah lumayan membuat siswa termotivasi untuk berbicara

mas, keterampilan berbicaranya juga sudah lumayan ada peningkatan.

R : Tetapi belum bisa sempurna ya Bu?

T : Tidak apa-apa mas, tidak ada yang sempurna. Itungannya sudah bagus sudah membuat anak-anak mau berbicara dengan baik. Apalagi untuk siswa SMK, kegiatannya kemarin sudah banyak memudahkan mereka untuk berbicara dan praktek dalam Bahasa Inggris.

R : Sekiranya ada tambahan saran tidak ya Bu?

T : Sepertinya sudah mas, sudah baik.

R : Ya sudah, Terima kasih Bu, kalau begitu saya mohon izin untuk pamit ya Bu.

APPENDIX D: OBSERVATION CHECKLISTS

Observation Checklist

Meeting 1 of Cycle I (11 Mei 2015)

No	Observation Items	Yes	No	Description
A.	Pre Activities			
	1. The researcher greets the students.	√		
	2. All students respond to the researcher's greeting.		√	Not all students respond the researcher
	3. The researcher calls the roll.	√		
	4. The researcher leads the prayer.	√		
	5. The researcher tells the objectives of the lesson.	√		
B.	Core Activities			
	1. The students are ready to learn.	√		
	2. The researcher leads the students to brainstorm the materials.	√		
	3. The researcher asks some questions.	√		
	4. The students answer the questions.		√	Not all students answer the questions.
	5. The students pay attention to the researcher.		√	Some students make noise.
	6. The students read to dialogue and listen to the recording	√		
	7. The recordings are clear.	√		Sometimes it is unclear.
	8. The researcher divides the students in pairs.	√		
	9. The students practice the dialogue.	√		Some students do not want to practice in front of the class.
	10. The students follow the activities.	√		
	11. The researcher checks the students' understanding.	√		
	12. The researcher helps the students' difficulties.	√		
C.	Post Activities			
	1. The researcher and the students make a summary of the	√		

	lesson.			
	2. The researcher and the students make a reflection and feedback towards the teaching and learning process.	√		
	3. The researcher ends the class by praying and saying goodbye.	√		
D.	Class Situation			
	1.The students actively participate to the activities.		√	Some of them have their own business.
	2. The students are highly motivated in joining the activities.		√	Some do not answer the researcher's questions.
	3. The time allocated is sufficient.	√		The students want to go home early.
E.	The Teaching and Learning Media			
	1.The researcher uses the interesting media.	√		
	2. The recordings are clear enough.		√	Sometimes it is not clear.
	3. The researcher provides handouts for the students.	√		

Observation Checklist

Meeting 1 of Cycle I (15 Mei 2015)

No	Observation Items	Yes	No	Description
A.	Pre Activities			
	1. The researcher greets the students.	√		
	2. The students respond to the researcher's greeting.		√	Some of them do not pay attention to the researcher.
	3. The researcher calls the roll.	√		
	4. The researcher leads the prayer.	√		
	5. The researcher tells the objectives of the lesson.	√		
	6. The researcher previews the previous material.	√		
B.	Core Activities			
	1. The students are ready to learn.	√		
	2. The researcher leads the students to brainstorm the materials.		√	
	3. The researcher asks some questions.	√		
	4. The students answer the questions.	√		
	5. The students pay attention to the researcher.		√	Some students make noise.
	6. The researcher give model of good pronunciation and stress.	√		
	7. The students repeat what the researcher says.	√		
	8. The researcher divides the students in pairs.	√		
	9. The students practice the dialogue.	√		
	10. The students do the role play.	√		
	11. The students follow the activities.	√		
	12. The researcher checks the students' understanding.	√		

	13. The researcher helps the students' difficulties.	√		
C.	Post Activities			
	1. The researcher and the students make a summary of the lesson.	√		
	2. The researcher and the students make a reflection and feedback towards the teaching and learning process.	√		
	3. The researcher ends the class by praying and saying goodbye.	√		
D.	Class Situation			
	1.The students actively participate to the activities.	√		
	2. The students are highly motivated in joining the activities.		√	Some students do not want to be the volunteers to practice the dialogue.
	3. The time allocated is sufficient.	√		
E.	The Teaching and Learning Media	√		
	1.The researcher uses the interesting media.		√	
	2. The researcher provides handouts for the students.	√		

Observation Checklist

Meeting 1 of Cycle I (22 dan 25 Mei 2015)

No	Observation Items	Yes	No	Description
A.	Pre Activities			
	1. The researcher greets the students.	√		
	2. The students respond to the researcher's greeting.	√		
	3. The researcher calls the roll.	√		
	4. The researcher leads the prayer.	√		
	5. The researcher tells the objectives of the lesson.	√		
B.	Core Activities			
	1. The students are ready to learn.	√		
	2. The researcher leads the students to brainstorm the materials.	√		
	3. The researcher asks some questions.	√		
	4. The students answer the questions.	√		
	5. The students pay attention to the researcher.	√		
	6. The researcher gives model of pronunciation.	√		
	7. The researcher divides the students in pairs.	√		
	8. The students practice the dialogue.	√		
	9. The students do the role play.	√		
	10. The students asks some questions to the researcher.		√	
	11. The researcher checks the students' understanding.	√		
	12. The researcher helps the students' difficulties.	√		
C.	Post Activities			
	1. The researcher and the students make a summary of the lesson.	√		

	2. The researcher and the students make a reflection and feedback towards the teaching and learning process.	√		
	3. The researcher ends the class by praying and saying goodbye.	√		
D.	Class Situation			
	1.The students actively participate to the activities.	√		
	2. The students are highly motivated in joining the activities.	√		
	3. The time allocated is sufficient.	√		
E.	The Teaching and Learning Media	√		
	1.The researcher uses the interesting media.	√		
	2. The researcher provides handouts for the students.	√		
	3. The researcher uses the recordings.		√	

APPENDIX E:

QUESTIONNAIRE

QUESTIONNAIRE

A. Before Implementation

Jawablah pertanyaan berikut dengan jujur dan singkat.

1. Apakah Adik tertarik dengan pelajaran Bahasa Inggris?
2. Bagaimana pendapat Adik tentang cara guru dalam menyampaikan materi?
3. Bagaimana pendapat Adik tentang buku atau media pembelajaran yang dipakai guru selama ini?
4. Bagaimana tentang media pembelajaran Bahasa Inggris selama ini?
5. Menurut Adik, apakah Bahasa Inggris itu susah?
6. Aspek apa saja yang menurut Adik masih kurang dalam berbicara?
7. Apakah Adek masih bingung dalam membuat kalimat dalam Bahasa Inggris?
8. Kegiatan apa saja yang selama ini dilakukan pada saat pembelajaran speaking/berbicara?

B. After Implementation

Jawablah pertanyaan berikut dengan jujur dan singkat.

8. Bagaimana menurut Adik tentang kegiatan yang sudah dilakukan?
9. Apakah Adik terbantu dengan kegiatan yang sudah dilakukan?
10. Apakah Adik sudah lebih percaya diri dalam berbicara dalam Bahasa Inggris?
11. Apakah kegiatan bermain peran (role play) itu bermanfaat? Sebutkan.
12. Apakah Adik senang dalam mengikuti kegiatan bermain peran (role play)?

APPENDIX F: LESSON PLANS

Lesson Plan 1

School : SMK N 6 Yogyakarta

Grade : XI

Subject: English

Time : 2 X 45

Topic : At the travel agency

Skill : Speaking

A. Standard of Competence

Communicating in English in Elementary Level

B. Basic Competence

Expressing meaning through the spoken language formally and informally in interpersonal and transactional discourse in the form of asking and commanding in relation to the job.

C. Learning Objectives

By the end of the lesson, the students are able to make use of English expression conveyed in asking for and giving information accurately and fluently according to the situation given.

D. Learning Indicators

1. Students are able to pronounce the words which are related to the travel agency with the correct stress.
2. Students are able to utter the expressions of asking for and giving information about tourism.
3. Students are able to use the expressions of “asking for and giving information about tourism” in the class fluently.
4. Students are able to use the expressions of “asking for and giving information about tourism” in the class through pair work activities with intelligible pronunciation, grammar and good choice of vocabulary.

E. Learning Materials:

1. Expressions of asking for and giving information at the travel agency

Asking for information:

- Would you like to travel first class or standard class?
- Would you like to book the business class?

- Would you like a business class or economy class seat?
- Would you like a seat by the window or an aisle seat?
- Is there direct flight from Yogyakarta to Malaysia?
- Do I need to book in advance to take the car on the ferry?
- How much would it cost to take the business class?

Giving information

- I am afraid there is no availability on the flight you wanted
- There are five schedule flights a day
- There will be major roadworks for the few weeks, causing long delays
- Due to the rough weather, the travel to Bali has been cancelled.

F. Teaching Method

PPP (Presentation, Practice and Production)

G. Teaching Technique

Role Play

H. Teaching and Learning Activities

1. Pre Activities (Opening)

- a. The researcher greets the students.
- b. The researcher calls the roll.
- c. The researcher leads the prayer.

2. Core Activities

a. Presentation

- 1) The researcher present a picture related to the activity in the travel agency.
- 2) The researcher asks the students about some questions related to the picture and discuss it together.
- 3) The researcher and the students discuss the answers together.
- 4) The researcher presents the expressions of asking for and giving information.

b. Practice

- 1) The researcher asks the students to look at the picture on the handout.
- 2) The researcher plays the recording related to the picture and asks the students to read the transcript while listening to the recording.
- 3) The researcher asks the students to answer the questions about the picture and the expressions.
- 4) The researcher asks the students to look at the next picture on the handout.

- 5) The researcher divides the students in pairs.
- 6) The researcher asks the students to practice the dialogue in pairs.

c. Production

- 1) The researcher asks the students to practice the dialogue in front of the class.

3. Post Activities (Closing)

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

I. Learning Media:

A laptop, a speaker, handouts

J. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking by Brown (2001) in Brown 2004 (171-172).

Scoring Rubric of Speaking by Brown (2001) in Brown 2004 (171-172).

Score	Indicators			
	Grammar/Accuracy	Vocabulary	Fluency	Pronunciation
1	Error in grammar are frequent but the speaker can be understood.	Speaking vocabulary is inadequate to express anything.	The speaker has no specific fluency.	Errors in pronunciation are frequent.
2	The speaker can quite accurately handle the elementary construction but does not have confident control of the grammar.	The speaker has sufficient speaking vocabulary to express self with may circumlocution/repetition.	The speaker can handle with confidence but not with facility most social situations.	Accent is intelligible though often quite faulty.
3	The control of grammar is good. The speaker is able to speak the language with sufficient structural accuracy to participate effectively.	The speaker is able to speak the language with sufficient vocabulary. The vocabulary is broad enough.	The speaker can discuss particular interest and rarely has to grope the words.	Errors never interfere with understanding. Accent may be obviously foreign.
4	The speaker is able to use the language accurately on all levels. Errors in grammar are quite rare.	The speaker can use high degree of precision of vocabulary.	The speaker is able to use the language fluently to professional needs.	Errors in pronunciation are quite rare.
5	The speaker can speak equivalently to that of a native speaker.	The speaker uses the sophisticated range of vocabulary.	The speaker has complete fluency in the language.	The pronunciation is equivalent to and fully accepted by native speaker.

The total score: *accuracy + vocabulary + fluency + pronunciation x 5*

Task 1. Look at the following picture. What is the picture about?



<http://www.aircapitaltravel.com/SiteContent/nx2/Sites/1245-468849/customcontent/images/Travel-Agent-Discount-Cruises-700896.jpg>

Task 2. Study the following expressions of asking for and giving information at the travel agency.

Asking for information:

- Would you like to travel first class or standard class?
- Would you like to book the business class?
- Would you like a business class or economy class seat?
- Would you like a seat by the window or an aisle seat?
- Is there direct flight from Yogyakarta to Malaysia?
- Do I need to book in advance to take the car on the ferry?
- How much would it cost to take the business class?

Giving information

- I am afraid there is no availability on the flight you wanted
- There are five schedule flights a day
- There will be major roadworks for the few weeks, causing long delays
- Due to the rough weather, the travel to Bali has been cancelled.

Task 3. Study the picture below. Read the dialogue while listening to the recording.



<http://www.phuket-travel-secrets.com/images/the-best-phuket-tour-travel-agency-in-patong-21600821.jpg>

- John** : I need help planning my vacation.
- Travel Agent** : Sure, where would you like to go?
- John** : I haven't decided where to go yet.
- Travel Agent** : Do you enjoy warm or cold climates?
- John** : I am thinking that I might enjoy a tropical climate.
- Travel Agent** : I have some brochures here that you might like to look at.
- John** : These look great!
- Travel Agent** : Do you know how much you want to spend on this vacation?
- John** : I have about a thousand dollars to spend on this trip.
- Travel Agent** : Well, take these brochures, and get back to me when you want to make your reservations.

Task 4. Look at the following picture. In pairs, practice the dialogue.



http://i.ytimg.com/vi/Lq_dctfldXw/maxresdefault.jpg

A: Could you help me with vacation plans?

B: Do you know where you will be traveling?

A: I am open to suggestions at this point.

B: Are you wanting to travel to a tropical climate, or would you like to go somewhere with a cooler climate?

A: I would like to travel to a cooler destination.

B: I can give you some brochures that could give you some ideas.

A: I will look at them right now.

B: How much money is in your budget for this trip?

A: I think that I can spend about two hundred dollars a day.

B: Take your time choosing a destination and, when you've narrowed it down, I'll be happy to help you make a reservation.

Lesson Plan 2

School : SMK N 6 Yogyakarta

Grade : XI

Subject: English

Time : 2 X 45

Topic : At the travel agency

Skill : Speaking

A. Standard of Competence

Communicating in English in Elementary Level

B. Basic Competence

Expressing meaning through the spoken language formally and informally in interpersonal and transactional discourse in the form of asking and commanding in relation to the job.

C. Learning Objectives

By the end of the lesson, the students are able to make use of English expression conveyed in asking for and giving information accurately and fluently according to the situation given.

D. Learning Indicators

1. Students are able to pronounce the words which are related to the travel agency with the correct stress.
2. Students are able to utter the expressions of asking for and giving information about tourism.
3. Students are able to use the expressions of “asking for and giving information about tourism” in the class fluently.
4. Students are able to use the expressions of “asking for and giving information about tourism” in the class through pair work activities with intelligible pronunciation, grammar and good choice of vocabulary.
5. Students are able to use pattern of “yes-no questions”, “WH questions” and “Questions with modals” in the daily contexts.

E. Learning Materials:

1. Expressions of asking for and giving information at the travel agency

Asking for information:

- Would you like to travel first class or standard class?
- Would you like to book the business class?
- Would you like a business class or economy class seat?
- Would you like a seat by the window or an aisle seat?
- Is there direct flight from Yogyakarta to Malaysia?
- Do I need to book in advance to take the car on the ferry?
- How much would it cost to take the business class?

Giving information

- I am afraid there is no availability on the flight you wanted
- There are five schedule flights a day
- There will be major roadworks for the few weeks, causing long delays
- Due to the rough weather, the travel to Bali has been cancelled.

2. *Yes no questions*

- (Be) + S + Objects/Adverbs/Adjectives

e.g. Is there direct flight from Yogyakarta to Malaysia?

- Do /does + Subject + Verb 1 + Object/Adverb

e.g. Do I need to book in advance to take the car on the ferry?

3. *WH questions*

What/Where/When/Who/Why/How + Be /do/does + S+ Objects/Adverb

e.g. How much would it cost to take the business class?

4. *Questions with modals*

Modals: Would, will, could, can, should, may, shall

Modal + S+ V1+ Objects/Adverbs/Adjectives

e.g. Would you like to travel first class or standard class?

F. Teaching Method

PPP (Presentation, Practice and Production)

G. Teaching Technique

Role Play

H. Teaching and Learning Activities

1. Pre Activities (Opening)

- a. The researcher greets the students.
- b. The researcher calls the roll.
- c. The researcher leads the prayer.

2. Core Activities

a. Presentation

- 1) The researcher presents the expressions of asking for and giving information.
- 2) The researcher asks the students to discuss the expressions with their chair mate.
- 3) The researcher checks the students' understanding by asking them the examples of the expressions.
- 4) The researcher explains about the yes-no questions, WH questions, and questions with modals.
- 5) The researcher gives some examples about the use of intonation and stress of the words.

b. Practice

- 1) The researcher asks the students to do some exercise in relation to the yes-no questions, WH questions, and questions with modals.
- 2) The researcher asks the students to practice the use of intonation and stress by repeating the researchers.
- 3) The researcher asks the students to read the dialogue in the right intonation and stress.

c. Production

- 1) The researcher gives the students role play cards randomly.
- 2) The researcher asks the students to make the dialogue based on the roles given.
- 3) The researcher gives the students gambles cards to decide the sequence of the performance.

- 4) The researcher asks the students to do the role play based on dialogue that they made.

3. Post Activities (Closing)

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

I. Learning Media:

A laptop, a speaker, handouts

J. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking by Brown (2001) in Brown 2004 (171-172).

Scoring Rubric of Speaking by Brown (2001) in Brown 2004 (171-172).

Score	Indicators			
	Grammar/Accuracy	Vocabulary	Fluency	Pronunciation
1	Error in grammar are frequent but the speaker can be understood.	Speaking vocabulary is inadequate to express anything.	The speaker has no specific fluency.	Errors in pronunciation are frequent.
2	The speaker can quite accurately handle the elementary construction but does not have confident control of the grammar.	The speaker has sufficient speaking vocabulary to express self with may circumlocution/repetition.	The speaker can handle with confidence but not with facility most social situations.	Accent is intelligible though often quite faulty.
3	The control of grammar is good. The speaker is able to speak the language with sufficient structural accuracy to participate effectively.	The speaker is able to speak the language with sufficient vocabulary. The vocabulary is broad enough.	The speaker can discuss particular interest and rarely has to grope the words.	Errors never interfere with understanding. Accent may be obviously foreign.
4	The speaker is able to use the language accurately on all levels. Errors in grammar are quite rare.	The speaker can use high degree of precision of vocabulary.	The speaker is able to use the language fluently to professional needs.	Errors in pronunciation are quite rare.
5	The speaker can speak equivalently to that of an native speaker.	The speaker uses the sophisticated range of vocabulary.	The speaker has complete fluency in the language.	The pronunciation is equivalent to and fully accepted by native speaker.

The total score: *accuracy + vocabulary + fluency + pronunciation x 5*

Task 1. Study the expression of asking for and giving information at the travel agency below.

Asking for information:

- Would you like to travel first class or standard class?
- Would you like to book the business class?
- Would you like a business class or economy class seat?
- Would you like a seat by the window or an aisle seat?
- Is there direct flight from Yogyakarta to Malaysia?
- Do I need to book in advance to take the car on the ferry?
- How much would it cost to take the business class?

Giving information

- I am afraid there is no availability on the flight you wanted
- There are five schedule flights a day
- There will be major roadworks for the few weeks, causing long delays
- Due to the rough weather, the travel to Bali has been cancelled.

Task 2. Study the following patter of Yes no questions, WH questions and questions with modals.

Yes no questions

- (Be) + S + Objects/Adverbs/Adjectives
e.g. Is there direct flight from Yogyakarta to Malaysia?
- Do /does + Subject + Verb 1 + Object/Adverb
e.g. Do I need to book in advance to take the car on the ferry?

WH questions

What/Where/When/Who/Why/How + Be /do/does + S+ Objects/Adverb
e.g. How much would it cost to take the business class?

Questions with modals

Modals: Would, will, could, can, should, may, shall
Modal + S+ V1 + Objects/Adverbs/Adjectives
e.g. Would you like to travel first class or standard class?

Task 3. In pairs, rearrange the jumbled words into good sentences.

1. you-are-business-class-flying-?
2. long-how-will-the-last-?-trip
3. would-like-when-you-?-depart-to
4. you-would-like-a –class-or-class-first-executive-?
5. ?-is-destination-your-what

Task 4. Read the dialogue below and then practice in pairs.

Dave : Hi, I'd like to check on a flight.

Travel Agent : Sure. What is your destination?

Dave : London, England.

Travel Agent : And is this one-way or round trip?

Dave : Round trip.

Travel Agent : When would you like to depart?

Dave : January 12th, returning on January 26th.

Travel Agent : Okay, one moment please. . . . Do you have an airline preference?

Dave : No. Any airline will be fine. I'm not picky.

Travel Agent : And what class would you like? Economy, business class, or first class?

Dave : Economy, please.

Travel Agent : Okay, well there's a flight on the morning of the 12th, returning on the afternoon of the 26th. The cheapest we have is \$1,400.

Dave : That's great.

Travel Agent : I just need your full name and passport number.

Dave : Here you are.

Travel Agent : Okay. It's reserved.

Dave : Great! You've been very helpful. Thanks!

Travel Agent : That's my job! Take care!

Lesson Plan 3

School : SMK N 6 Yogyakarta

Grade : XI

Subject: English

Time : 4 X 45 (2 Meetings)

Topic : At the hotel

Skill : Speaking

A. Standard of Competence

Communicating in English in Elementary Level

B. Basic Competence

Expressing meaning through the spoken language formally and informally in interpersonal and transactional discourse in the form of asking and commanding in relation to the job.

C. Learning Objectives

By the end of the lesson, the students are able to make use of English expression conveyed in asking for and giving information accurately and fluently according to the situation given.

D. Learning Indicators

1. Students are able to pronounce the words which are related to activities of handling guests with the correct stress.
2. Students are able to utter the expressions of asking for and giving information at the hotel.
3. Students are able to use the expressions of “asking for and giving information at the hotel” in the class fluently.
4. Students are able to use the expressions of “asking for and giving information at the hotel in the class through pair work activities with intelligible pronunciation, grammar and good choice of vocabulary.

E. Learning Materials:

1. Expressions of asking for and giving information at the hotel

Person calling:

- Could you tell me the price of a single room, please?
- Have you got any rooms available?
- Are conference activities available at the hotel?
- How far is the hotel from the airport?

Person called:

- Would you like a single room or a double room?
- Would you prefer a shower or a bath?
- Could you send an email to confirm your booking?
- Shall I send you the information about the conference facilities?

Giving information

Person calling:

- I'd like to book a double room for three night, please.
- I'd like to reserve a single room for a night, please.
- I want a double room, please.
- I'd like a quiet room with a balcony overlooking the sea.
- I'm afraid I've got to change my booking.

Person called:

- A single room with shower or bath is Rp 560.000, with breakfast included.
- I'm afraid we're fully booked.
- All rooms are fully equipped with AC, TV, and internet connection.

F. Teaching Method

PPP (Presentation, Practice and Production)

G. Teaching Technique

Role Play

H. Teaching and Learning Activities

1. Pre Activities (Opening)

- a. The researcher greets the students.
- b. The researcher calls the roll.
- c. The researcher leads the prayer.

2. Core Activities

a. Presentation

- 1) The researcher provides some pictures and pronunciation cards to the students.
- 2) The researcher asks the students to sit in the big circle.
- 3) The researcher leads the students to do the pronunciation game in relation to the pictures provided.
- 4) The researcher leads the students to a match game in relation to the pictures provided.

b. Practice

- 1) The researcher gives the students a dialogue related to the way of handling guests.
- 2) The researcher asks the students to read and practice the dialogue in pairs.
- 3) The researcher asks the students to look for the expressions of asking for and giving information at the hotel on the dialogue.
- 4) The researcher asks the students to fill in the blank the uncompleted dialogue based on the recordings.
- 5) The researcher asks the students to practice the dialogue in the big circle.
- 6) The researcher explains the students about the expressions of asking for and giving information at the hotel (handling guests).
- 7) The researcher leads the students to read aloud the expressions.

c. Production

- 1) The researcher gives the students role play cards randomly.
- 2) The researcher asks the students to take the number to decide the sequence of the performance.
- 3) The researcher asks the students to prepare their performances outside the class.
- 4) The researcher asks the students to do the role play.

3. Post Activities (Closing)

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

I. Learning Media:

A laptop, a speaker, handouts

J. Assessment

The students' speaking is assessed based on the following scoring rubric of speaking by Brown (2001) in Brown 2004 (171-172).

Scoring Rubric of Speaking by Brown (2001) in Brown 2004 (171-172).

Score	Indicators			
	Grammar/Accuracy	Vocabulary	Fluency	Pronunciation
1	Error in grammar are frequent but the speaker can be understood.	Speaking vocabulary is inadequate to express anything.	The speaker has no specific fluency.	Errors in pronunciation are frequent.
2	The speaker can quite accurately handle the elementary construction but does not have confident control of the grammar.	The speaker has sufficient speaking vocabulary to express self with may circumlocution/repetition.	The speaker can handle with confidence but not with facility most social situations.	Accent is intelligible though often quite faulty.
3	The control of grammar is good. The speaker is able to speak the language with sufficient structural accuracy to participate effectively.	The speaker is able to speak the language with sufficient vocabulary. The vocabulary is broad enough.	The speaker can discuss particular interest and rarely has to grope the words.	Errors never interfere with understanding. Accent may be obviously foreign.
4	The speaker is able to use the language accurately on all levels. Errors in grammar are quite rare.	The speaker can use high degree of precision of vocabulary.	The speaker is able to use the language fluently to professional needs.	Errors in pronunciation are quite rare.
5	The speaker can speak equivalently to that of a native speaker.	The speaker uses the sophisticated range of vocabulary.	The speaker has complete fluency in the language.	The pronunciation is equivalent to and fully accepted by native speaker.

The total score: *accuracy + vocabulary + fluency + pronunciation* x 5

Task 1. Look at the following picture. What is the pictures about?



Task 2. Read the dialogue below and practice in pairs. Find the expressions of asking for and giving information at the hotel.

Receptionist : Good morning. Welcome to The Grand Woodward Hotel.

Customer : Hi, good morning. I'd like to make a reservation for the third weekend in September. Do you have any vacancies?

Receptionist : Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?

Customer : The 24th.

Receptionist : How long will you be staying?

Customer : I'll be staying for two nights.

Receptionist : How many people is the reservation for?

Customer : There will be two of us.

Receptionist : And would you like a room with twin beds or a double bed?

Customer : A double bed, please.

Receptionist : Great. And would you prefer to have a room with a view of the ocean?

Customer : If that type of room is available, I would love to have an ocean view. What's the rate for the room?

Receptionist : Your room is five hundred and ninety dollars per night. Now what name will the reservation be listed under?

Customer : Charles Hannighan.

Receptionist : Could you spell your last name for me, please?

Customer : Sure. H-A-N-N-I-G-H-A-N

Receptionist : And is there a phone number where you can be contacted?

Customer : Yes, my cell phone number is 555-26386.

Receptionist : Great. Now I'll need your credit card information to reserve the room for you. What type of card is it?

Customer : Visa. The number is 987654321.

Receptionist : And what is the name of the cardholder?

Customer : Charles H. Hannighan.

Receptionist : Alright, Mr. Hannighan, your reservation has been made for the twenty-fourth of September for a room with a double bed and view of the ocean. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us.

Customer : Great, thank you so much.

Receptionist : My pleasure. We'll see you in September, Mr. Hannighan. Have a nice day.

Task 3. Work in pairs. Complete the following uncompleted dialogue with the correct words in the box.

Receptionist : Good morning, Pine trees Hotel. _____?

Customer : Hello, _____ for tonight / Friday, August 15th / the 20th till the 23rd.

Receptionist : _____?

Customer : _____, please.

Receptionist : Please hold on I will check. _____
Tomorrow we will have a double room

Customer : OK that will do. _____?

Receptionist : Forty pounds including vat / excluding vat / before vat.

Customer : _____?

Receptionist : Yes, _____ and are served in our dining room.

Customer : That's great; _____ and change to a double room tomorrow.

Receptionist : _____ so we can book your Room.

Customer : Sure.

Receptionist : Okay. It is booked.

Customer : Thank you.

Receptionist : My pleasure.

- a. Are meals included in that price
- b. I would like a double room
- c. your breakfast and dinner are included
- d. How much for a single room
- e. Can you give me your credit card details
- f. I will take a single room for tonight
- g. Can I help you today
- h. I am afraid we only have single room available
- i. What kind of room would you like
- j. I would like to book a room

APPENDIX G: INSTRUMENTS OF SPEAKING TESTS

Speaking Test Instrument of the Pretest

In group of three, make the dialogue and do the role play in front of the class. Consider the aspects of vocabulary, pronunciation, fluency and accuracy. You may choose one of the following topics.

1. In the Borobudur Temple
2. In the Bringharjo Market
3. In the Public Place

Speaking Test Instrument of the Progress Test

In pairs, do the role play in front of the class based on the role cards given in five minutes. Consider the aspects of vocabulary, pronunciation, fluency and accuracy.

Speaking Test Instrument of the Post-test

In pairs, do the role play in front of the class based on the role cards given in five minutes. Consider the aspects of vocabulary, pronunciation, fluency and accuracy.

APPENDIX H:

SCORING RUBRIC OF

SPEAKING

Score	Indicators			
	Grammar/Accuracy	Vocabulary	Fluency	Pronunciation
1	Error in grammar are frequent but the speaker can be understood.	Speaking vocabulary is inadequate to express anything.	The speaker has no specific fluency.	Errors in pronunciation are frequent.
2	The speaker can quite accurately handle the elementary construction but does not have confident control of the grammar.	The speaker has sufficient speaking vocabulary to express self with may circumlocution/repetition.	The speaker can handle with confidence but not with facility most social situations.	Accent is intelligible though often quite faulty.
3	The control of grammar is good. The speaker is able to speak the language with sufficient structural accuracy to participate effectively.	The speaker is able to speak the language with sufficient vocabulary. The vocabulary is broad enough.	The speaker can discuss particular interest and rarely has to grope the words.	Errors never interfere with understanding. Accent may be obviously foreign.
4	The speaker is able to use the language accurately on all levels. Errors in grammar are quite rare.	The speaker can use high degree of precision of vocabulary.	The speaker is able to use the language fluently to professional needs.	Errors in pronunciation are quite rare.
5	The speaker can speak equivalently to that of a native speaker.	The speaker uses the sophisticated range of vocabulary.	The speaker has complete fluency in the language.	Equivalent to and fully accepted by native speaker.

SCORE DISTRIBUTIONS:

ASPECTS	Range Score X5	
	The lowest score	The highest score
Fluency	1 x 5	5 x 5
Pronunciation	1 x 5	5 x 5
Vocabulary	1 x 5	5 x 5
Accuracy	1 x 5	5 x 5
Total	25	100

APPENDIX I:

STUDENTS'

SPEAKING SCORES

The Students' Pretest Score

Number of students	Aspects				Total
	Fluency	Pronunciation	Vocabulary	Accuracy	
1	20	15	10	15	60
2	15	15	15	15	60
3	10	10	10	10	40
4	10	10	15	15	50
5	15	5	10	15	45
6	15	10	10	10	45
7	15	15	10	15	55
8	10	10	15	15	50
9	10	15	15	10	50
10	15	10	10	15	50
11	10	10	10	15	45
12	10	10	10	15	45
13	10	15	10	15	50
14	15	10	10	15	50
15	10	10	5	10	35
16	10	10	5	15	40
17	10	10	10	10	40
18	15	15	20	10	60
19	15	10	15	10	50
20	10	10	10	15	45
21	10	15	15	15	55
22	10	10	10	15	45
23	15	15	15	15	60
24	10	10	15	15	50
25	15	10	15	15	55
26	15	15	10	10	50
27	10	15	15	15	55
28	15	15	15	15	60
29	15	10	10	15	50
30	10	15	15	10	50
	12.5	11.83333	12	13.5	49.83333

The Students' Score in the Progress Test

Number of students	Aspects				Total
	Fluency	Pronunciation	Vocabulary	Accuracy	
1	20	20	10	20	70
2	15	15	15	15	60
3	10	15	10	15	50
4	10	20	15	15	60
5	15	15	10	15	55
6	15	10	15	10	50
7	20	15	10	20	65
8	10	10	15	15	50
9	15	15	20	10	60
10	20	10	10	15	55
11	10	15	15	15	55
12	15	10	10	15	50
13	10	15	10	15	50
14	20	10	15	15	60
15	10	10	10	10	40
16	10	10	10	15	45
17	10	20	10	10	50
18	15	15	20	10	60
19	15	10	15	10	50
20	10	10	15	15	50
21	10	15	15	15	55
22	10	15	10	15	50
23	15	15	15	20	65
24	15	10	15	15	55
25	15	10	20	20	65
26	15	15	10	10	50
27	20	20	15	15	70
28	15	20	20	15	70
29	20	10	15	15	60
30	10	15	15	20	60
Total	14	13.83333	13.66667	14.66667	56.16667

The Students' Score in the Post-Test

Number of students	Aspects				Total
	Fluency	Pronunciation	Vocabulary	Accuracy	
1	20	25	15	20	80
2	20	20	15	15	70
3	20	20	10	15	65
4	15	20	15	20	70
5	15	15	10	15	55
6	15	10	15	10	50
7	20	15	15	20	70
8	15	20	15	15	65
9	15	15	20	10	60
10	20	25	10	15	70
11	10	15	15	15	55
12	15	20	10	15	60
13	10	20	15	15	60
14	20	20	15	15	70
15	10	25	10	10	55
16	15	15	10	15	55
17	10	20	15	20	65
18	15	15	20	10	60
19	15	10	15	20	60
20	10	25	15	15	65
21	20	15	15	15	65
22	10	20	15	15	60
23	20	20	15	20	75
24	15	20	15	15	65
25	15	15	20	20	70
26	15	15	15	15	60
27	20	20	15	15	70
28	15	25	20	20	80
29	20	20	15	15	70
30	20	15	15	20	70
Total	15.83333	18.5	14.66667	15.83333	64.83333

PHOTOGRAPHS



Picture 1: The students are discussing the dialogue



Picture 2: The students are practicing role playing with some notes



Picture 3: The student is acting as the receptionist of travel agency



Picture 4: The students are acting as travel agency agent



PEMERINTAHAN KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682

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SURAT IZIN

NOMOR : 070/2060

3613/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY
Nomor : 500h/UN.34.12/DT/1515

Tanggal : 28 Mei 2015

Mengingat :

1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijijinkan Kepada :

Nama : HARDANU SUKARTI
No. Mhs/ NIM : 09202244001
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Peranggunganjawab : Dr. Margana, M.Hum., MA.
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY AT GRADE XI OF SMK N 6 YOGYAKARTA OF TRAVEL TOURISM PROGRAM IN THE YEAR OF 2014/2015

Lokasi/Responden : Kota Yogyakarta
Waktu : 28 Mei 2015 s/d 28 Agustus 2015
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan :

1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

HARDANU SUKARTI

Dikeluarkan di : Yogyakarta
Pada Tanggal : 27-5-2015
An. Kepala Dinas Perizinan
Sekretaris

Drs. HARSONO
NIP. 195804101985031013

Tembusan Kepada :

Yth

1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMK Negeri 6 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY
5. Ybs.